FULL REPORT

A Study of English Vocabulary Learning Strategies Employed by First and Second English Major Students in the School of Liberal Arts, Mae Fah Luang University

By
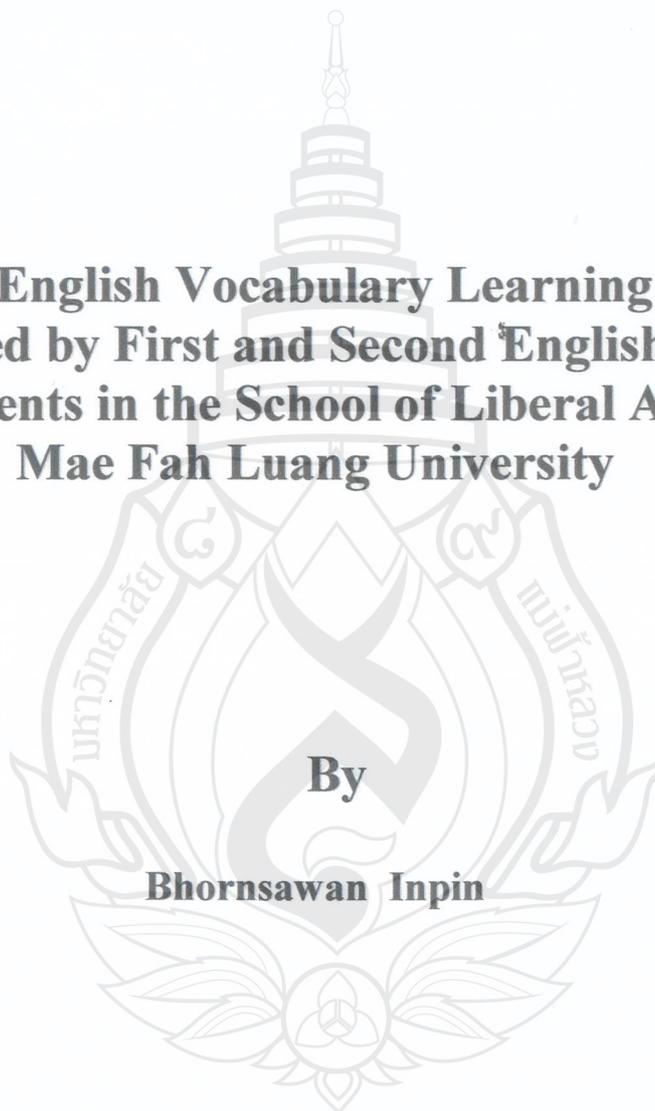
Bhornsawan Inpin

ABSTRACT

This study aims to investigate the English vocabulary learning strategies employed by the first and second year English major students in the School of Liberal Arts, academic year 2006, semester 2 at Mae Fah Luang University. The subjects were divided into two main groups: first and second year students. There were 115 first year and 130 second year English major students.

The instruments used in gathering the data were the semi-structured interview designed by the researcher surveying English vocabulary strategies the students employ in the classroom. Moreover, the questionnaire was also conducted with six vocabulary learning strategies: guessing strategies, dictionary strategies, note-taking strategies, rehearsal strategies, encoding strategies, and activation strategies. The questionnaire is adapted from "Vocabulary Learning Questionnaire (VLQ Version 3) of Gu and Johnson (1996). The questionnaire was distributed directly to 115 first year and 130 second year English major students.

The findings were as follows:

1. The first year English major students used all the strategies at the "often use" level at the encoding and activation strategies at a high mean level (mean = 4.25), dictionary strategies (mean = 3.99), guessing strategies (mean = 3.90), and note-taking strategies (mean = 3.72) respectively.

2. The second year English major students used all six strategies at an "often use" level: activation strategies (mean = 4.14), rehearsal strategies (mean = 4.09), dictionary strategies (mean = 4.03), guessing strategies (mean = 3.94), encoding strategies (mean = 3.93), and note-taking strategies (mean = 3.78) respectively.

บทคัดย่อ

งานวิจัยนี้มีวัตถุประสงค์เพื่อศึกษากลวิธีการเรียนรู้คำศัพท์ภาษาอังกฤษของนักศึกษาชั้นปีที่ 1 และชั้นปีที่ 2 สาขาวิชาเอกภาษาอังกฤษ สำนักวิชาศิลปศาสตร์ มหาวิทยาลัยแม่ฟ้าหลวง ในภาคเรียนที่ 2 ปีการศึกษา 2549 กลุ่มตัวอย่างแบ่งเป็น 2 กลุ่มคือ นักศึกษาสาขาวิชาเอกภาษาอังกฤษชั้นปีที่ 1 จำนวน 115 คน และนักศึกษาชั้นปีที่ 2 จำนวน 130 คน

เครื่องมือที่ใช้ในการเก็บข้อมูลคือ แบบสอบถามแบบกึ่งมีโครงสร้างที่สร้างขึ้นโดยนักวิจัยเพื่อสำรวจกลวิธีการเรียนรู้คำศัพท์ภาษาอังกฤษของนักศึกษาที่ใช้ในห้องเรียน นอกจากนี้ยังใช้แบบสอบถามที่ประกอบด้วยกลวิธีการเรียนรู้คำศัพท์ทั้ง 6 กลวิธี ได้แก่ กลวิธีการเดาคำศัพท์, กลวิธีการใช้พจนานุกรม, กลวิธีการจดบันทึก, กลวิธีการฝึกฝน, กลวิธีการถอดความหมายจากตัวสะกด, กลวิธีการกระตุ้น โดยแบบสอบถามได้รับแนวคิดมาจาก แบบสอบถามของ Gu and Johnson (1996) และได้นำแบบสอบถามไปเก็บข้อมูลกับนักศึกษาชั้นปีที่ 1 จำนวน 115 คน และนักศึกษาชั้นปีที่ 2 จำนวน 130 คน

ผลการวิจัยพบว่า

1. นักศึกษาชั้นปีที่ 1 ใช้กลวิธีต่อไปนี้ในระดับ "บ่อย" กลวิธีการถอดความจากตัวสะกดและกลวิธีการกระตุ้น (ค่าเฉลี่ย 4.25) กลวิธีการใช้พจนานุกรม (ค่าเฉลี่ย 3.99) กลวิธีการเดาศัพท์ (ค่าเฉลี่ย 3.90) และกลวิธีการจดบันทึก (ค่าเฉลี่ย 3.72) ตามลำดับ

2. นักศึกษาชั้นปีที่ 2 ใช้กลวิธีทั้ง 6 กลวิธีอยู่ในระดับ "บ่อย" กลวิธีการกระตุ้น (ค่าเฉลี่ย 4.14) กลวิธีการฝึกฝน (ค่าเฉลี่ย 4.09) กลวิธีการใช้พจนานุกรม (ค่าเฉลี่ย 4.03) กลวิธีการเดาคำศัพท์ (ค่าเฉลี่ย 3.94) กลวิธีการถอดความหมายจากตัวสะกด (ค่าเฉลี่ย 3.93) และกลวิธีการจดบันทึก (ค่าเฉลี่ย 3.78) ตามลำดับ

ACKNOWLEDGEMENTS

EXECUTIVE SUMMARY

For English language learning, vocabulary is as essential as it plays a significant role in English studying, especially for the students learning English as a second language or a foreign language, enhancing the students to gain more vocabulary learning strategies is very essential to help the students learn English vocabulary more effectively. The researcher, then, aims to study strategies of students who learn English vocabulary at Mae Fah Luang University and answer the following research questions as follows:

1. What are the English vocabulary learning strategies that the first and second year English major students employ to learn English vocabulary?
2. Is there any difference of the English vocabulary learning strategies that first and second year English major students employ to learn English vocabulary?

This study also aims to support the students' vocabulary learning achievement which is really important for the teachers to know the English vocabulary learning strategies. This study attempts to investigate the English vocabulary learning strategies for the first and second year English major students in the School of Liberal Arts, Mae Fah Luang University in academic year 2006, semester 2. It is also compared the English vocabulary learning strategies of two groups of students, first and second year students. Furthermore, the result of this study would lead to a better understanding for the teachers in order to use the effective and various teaching methodology in the classroom. This would also enhance the students' learning outcome. Moreover, it would be very useful for people who are involved with education to improve and develop the instruction to support the student's learning achievement. The results of this research is expected to assist teachers to develop strategies for teaching English vocabulary in supporting a variety of different formats as well as to encourage students to learn English more effectively.

This study focused on the English vocabulary learning strategies according to Gu and Johnson's (1996) Taxonomy. There were six vocabulary learning strategies: guessing strategies, dictionary strategies, note-taking strategies, rehearsal strategies, encoding strategies, and activation strategies.

The participants used in this study were 115 first year and 130 second year English major students of the School of Liberal Arts in the academic year 2006 at Mae Fah Luang University for completing the questionnaire. Moreover, 10 first year and 10 second year students were selected to have semi-structured interview. They were chosen and classified into two main groups: first and second year students with purposive random sampling method.

The instruments used were the semi-structured interview and the questionnaire. The semi-structured interview was designed in order to survey the English vocabulary learning strategies employed by the first and second English major students. Whilst, the questionnaire was designed based on the "Vocabulary Learning Questionnaire (VLQ Version 3)" of Gu and Johnson (1996). In the questionnaire, there were six important vocabulary learning strategies: 1) guessing strategies, 2) dictionary strategies, 3) note-taking strategies, 4) rehearsal strategies, 5) encoding strategies, and activation strategies. They are presented in the followings:

1. Guessing Strategies

These strategies are required to use the students' background knowledge or wider context and use linguistic cues or immediate context to guess the meaning of a word.

2. Dictionary Strategies

Dictionary strategies are important for the students' comprehension.

3. Note-taking Strategies

These strategies are referred to meaning-oriented note-taking strategies or usage-oriented note-taking strategies.

4. Rehearsal Strategies

The rehearsal strategies are required to use word lists, oral repetition, and visual repetition.

5. Encoding Strategies

These strategies are association, elaboration, imagery, visual encoding, auditory encoding, using word-structure, semantic encoding, and contextual encoding.

6. Activation Strategies

These strategies include those strategies through which the learners actually use new words in different contexts.

The obtained data were analyzed by using the Statistical Package for the Social Sciences (SPSS for Windows 20). The results of the data analysis were presented in tables with statistical procedures with the explanation of the findings. Arithmetic mean ($\bar{x}$) and standard deviation (S.D.) of each item are used in order to provide the average levels for using vocabulary learning strategies. Furthermore, t-test of the difference between two independent was employed to discover whether there is a significant difference between the first and the second year students with regard to their English vocabulary learning strategies.

The findings showed that the first year students often employed encoding and activation strategies for their vocabulary learning with a mean score 4.25, followed by dictionary strategies with a mean score of 3.99 and guessing strategies at 3.90. Meanwhile, they moderately used rehearsal strategies with the lowest mean score 2.78. Meanwhile, the second year students often used six vocabulary learning strategies. Activation strategies were in the highest level, while encoding strategies were in the lowest level.

For the difference of vocabulary learning strategies employed by first and second year students, the results revealed that both first and second year students often used five vocabulary learning strategies: guessing, dictionary, note-taking, encoding, and activation strategies. For rehearsal strategies, first year students moderately used them, but second year students still often used them. For first year students, the highest level was two vocabulary learning strategies which were encoding and activation strategies, meanwhile, for the second year students, the highest level was activation strategies.
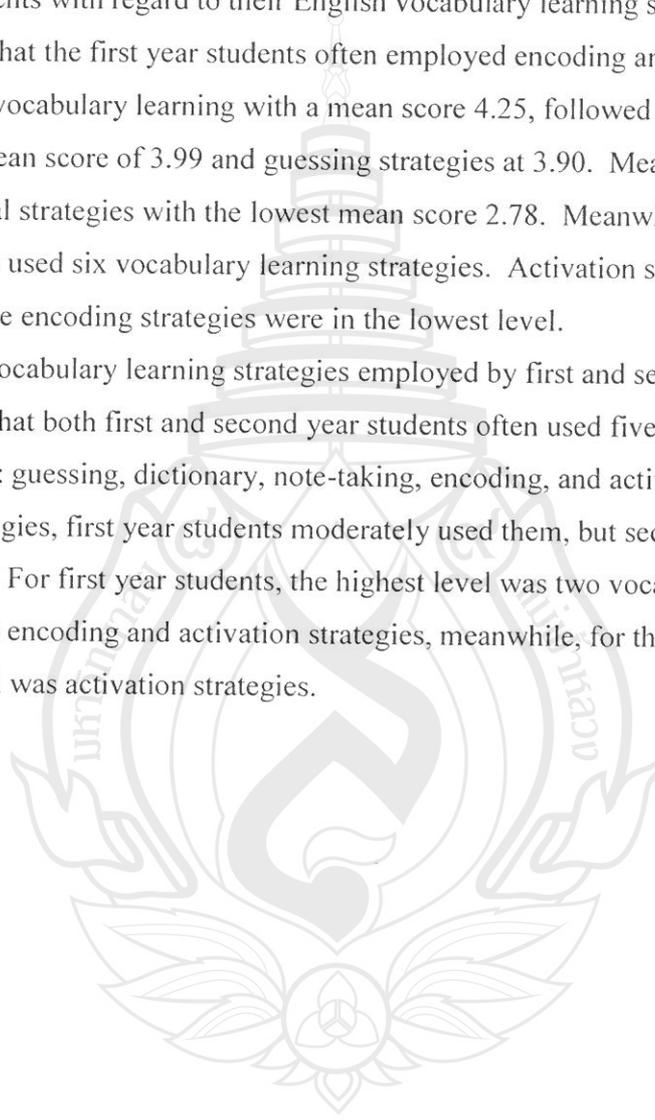
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CHAPTER I

INTRODUCTION

1.1 Rationale of the Study

Human communication refers to the social interaction of sharing information for the purpose of understanding and social connection. Thus, language is one of the communication tools for human being. According to Saitakham (2002), language is very important and necessary in human lives. This is because people use it for every kind of communicative activity such as talking in everyday's life, expressing feelings and ideas, learning new bodies of knowledge and so forth.

Nowadays, English is one of the different languages in the world which is widely known as the universal language and plays the most important role in many countries. That is to say, people use it in three ways: as a native language, a second language, or a foreign language in order to fulfill their official business, information, activities, or even education.

Like other countries, English using in Thailand also plays an important role in Thai education. This is not only because English is regarded as the most important foreign language, but also to know other languages than mother language is useful for the one who studies. Because the government needs to develop Thai education as an international standard, Thailand then pays more attention, gives the importance and appreciates the value of English for learning since kindergarten tertiary levels. Subsequently, English is commonly taught in Thai schools as to make Thai learners to be able to communicate and use English fluently.

In learning English, the knowledge of vocabulary is the key factor because it is fundamental to help learners succeed in their classroom. Ferreira (2007) stated that vocabulary knowledge helps learners with language comprehension and production. Sufficient word knowledge enhances them to understand what they read and write which leads to comprehension. In addition, vocabulary is also an essential component to determine how much learners are able to communicate successfully. If they know a large number of word meanings, they can communicate effectively (p. 12).

Furthermore, Dickinson (1986, as cited in Suwanno et al, 2004, p. 2) mentioned that the importance of vocabulary is "If we know enough words in the English language, we can communicate in English effectively. And we get a better understanding of the story". With these circumstances, Poll (2003, p. 5) suggested that there are three advantages for learning vocabulary: 1) to achieve greater understanding, 2) to communicate effectively, and 3) to encourage students to be more confident to use English.

This is similar to Silverman & Hartranft (2015, pp. 3-4) who supplemented that vocabulary plays the most significant role for not only passive but active English language skills. For passive skills --- reading and writing skills ---, vocabulary enhances linguistic comprehension which refers to the ability to understand words, phrases, sentences, paragraphs, and text. Moreover, knowing the meaning of a word can help anchor the representation of how that word is spelled in memory. Together, it enables more efficient and effective communication of precise and complex ideas in writing.

However, it can be seen that although vocabularies have a vital role in the learning method, the students also struggle with learning vocabulary because their vocabularies are not enough to apply into the learning approach. To explain this, the students cannot use any strategies to understand vocabularies effectively. With this in mind, the study is limited to the basic techniques used by teachers only.

To support this, Saitakham (2002) revealed that most Thai students do not succeed in learning English because they lack of strategies to learn vocabulary. Not only this, but also Chansin (2007, p. 4) discovered that, in the standard classroom, there was a little attention to vocabulary learning when compare with other aspects of language, such as grammar, phonology, or discourse analysis.

With the idea that vocabulary is as essential as it plays a significant role in English studying, especially for those learning English as a second language or a foreign language, enhancing the students to gain more vocabulary learning strategies is very essential to help the students learn English vocabulary more effectively. The researcher, then, aims to study strategies of students who learn English vocabulary at Mae Fah Luang University and answer the following research questions as follows:

1. What are the English vocabulary learning strategies that the first and second year English major students employ to learn English vocabulary?
2. Is there any difference of the English vocabulary learning strategies that first and second year English major students employ to learn English vocabulary?

1.2 Purposes of the Study

The purpose of this study is to investigate the English vocabulary learning strategies employed by the first and second year English major students in the School of Liberal Arts, Mae Fah Luang University.

1.3 Significance of the Study

In order to support the students' vocabulary learning achievement, it is really important for the teachers to know the English vocabulary learning strategies. This study attempts to investigate the English vocabulary learning strategies for the first and second year English major students in the School of Liberal Arts, Mae Fah Luang University in academic year 2006, semester 2. It is also compared the English vocabulary learning strategies of two groups of students, first and second year students.

Furthermore, the result of this study would lead to a better understanding for the teachers in order to use the effective and various teaching methodology in the classroom. This would also enhance the students' learning outcome. Moreover, it would be very useful for people who are involved with education to improve and develop the instruction to support the student's learning achievement.

The results of this research is expected to assist teachers to develop strategies for teaching English vocabulary in supporting a variety of different formats as well as to encourage students to learn English more effectively.

1.4 Scope of the Study

This study aims to investigate the English vocabulary learning strategies employed by the first and second year English major students in the School of Liberal Arts, academic year 2006, semester 2 at Mae Fah Luang University. The scope of the study is divided into four main parts and they are presented in the followings:

1. Scope of the Contents

1.1 The English vocabulary learning strategies are based on Gu and Johnson (1996)'s taxonomy. They are presented in the followings:

1.1.1 Guessing Strategies

These strategies are required to use the students' background knowledge or wider context and use linguistic cues or immediate context to guess the meaning of a word.

1.1.2 Dictionary Strategies

Dictionary strategies are important for the students' comprehension.

1.1.3 Note-taking Strategies

These strategies are referred to meaning-oriented note-taking strategies or usage-oriented note-taking strategies.

1.1.4 Rehearsal Strategies

The rehearsal strategies are required to use word lists, oral repetition, and visual repetition.

1.1.5 Encoding Strategies

These strategies are association, elaboration, imagery, visual encoding, auditory encoding, using word-structure, semantic encoding, and contextual encoding.

1.1.6 Activation Strategies

These strategies include those strategies through which the learners actually use new words in different contexts.

1.2 The questionnaire is adapted from "Vocabulary Learning Questionnaire (VLQ Version 3)" of Gu and Johnson (1996).

2. Scope of Data Resources

2.1 The first year English major students in the School of Liberal Arts, academic year 2006, semester 2 at Mae Fah Luang University are selected.

2.2 The second year English major students in the School of Liberal Arts, academic year 2006, semester 2 at Mae Fah Luang University are selected.

3. Scope of Instruments

3.1 The semi-structured interview surveying the English vocabulary learning strategies the students employ in the classroom.

3.2 The questionnaire adapted from "Vocabulary Learning Questionnaire (VLQ Version 3)" of Gu and Johnson (1996).

1.5 Definition of Terms

In order to clarify the particular terms used in this study, the following definitions are provided:

1. **English Vocabulary Learning Strategies** refer to the particular technique which the students employ to use in English vocabulary learning. These strategies are guessing strategies, dictionary strategies, note-taking strategies, rehearsal strategies, encoding strategies, and activation strategies.

2. **First Year Students** refer to 120 first year English major students who study in the School of Liberal Arts, academic year 2006, semester 2 at Mae Fah Luang Univerisity.

3. **Second Year Students** refer to 142 second year English major students who study in the School of Liberal Arts, academic year 2006, semester 2 at Mae Fah Luang University.

CHAPTER II
LITERATURE REVIEW

This study aims to investigate the English vocabulary learning strategies employed by the first and second year English major students in the School of Liberal Arts, academic year 2006, semester 2 at Mae Fah Luang University. As a result, this chapter will provide a large picture of related literature and researches involving to the following areas:

    2.1 Vocabulary and Vocabulary Learning

          2.1.1   Definition of Vocabulary

          2.1.2   Importance of Vocabulary Learning

    2.2 Vocabulary Learning Strategies

          2.2.1   Definition of Vocabulary Learning Strategies

          2.2.2   Taxonomy of Vocabulary Learning Strategies

    2.3 Related Researches

2.1 Vocabulary and Vocabulary Learning

2.1.1 Definition of Vocabulary

There are many researchers who studied the definition of vocabulary and defined them in various ways. They are presented in the followings:

According to Hiebert & Kamil (2005, p. 2), vocabulary is the knowledge of meaning of words which come from two forms: oral and print in order to understand or recognize (receptive) and use when write or speak (productive).

Apart from that, TESOL (n.d., p. 2) supported that vocabulary is referred to the words of a language, including single items and phrases or chunks of several words which convey a particular meaning, the way individual words do.

In addition, Kimberly (2010, p. 20) gave the meaning of vocabulary as the ability to understand and use words to acquire and convey information. The size of vocabulary affects the students' comprehension abilities.

In the year 2012, Ur (p. 60) defined the word 'vocabulary' as the words in the

language which may include items that are more than a single word or longer multi-word expressions which express a single concept and are stored in the memory as a whole 'chunk'.

According to the above definitions from many researchers and experts, it can be concluded that vocabulary is the ability to understand the word, words, expressions, or even sentences in order to acquire the information. In case the students have enough vocabulary, it will lead them to meet their learning comprehension. Moreover, the teachers and educators will enhance and encourage the students to use their own vocabulary learning strategies in order for them to succeed in learning.

2.1.2 Importance of Vocabulary Learning

It can be noticed that vocabulary plays the most important factor for the students to learn because vocabulary becomes the essential component for understanding the lessons they are studying and vocabulary can enhance the students' comprehension towards the lessons. To support this, Krashen and Terrell (1983 as cited in Saitakham, 2002, p. 6) stated that vocabulary is also of prime concern in L2 settings because it plays a dominant role in classroom success. And also, it is as the important thing for the ESL acquisition process. The popular belief is that one uses form and grammar to understand meaning. The truth is probably closer to the opposite; we acquire morphology and syntax because we understand the meaning of utterances. Acquisition depends crucially on the input being comprehensible. And comprehensibility is dependent directly on the ability to recognize the meaning of key elements in the utterance. Thus, acquisition will not take place without comprehension of vocabulary (p. 7).

Apart from that, it is only one component of language skills which is important especially for reading and speaking (Nation and Waring, 1997, p. 6). To have vocabulary knowledge will help the students to cope with all activities they have learnt both in the classroom and outside the classroom.

Moreover, Zimmerman (as cited in Coady and Huchin, 1997, p. 5) supported that vocabulary is central to language and of critical importance to the typical language learner.

With this in mind, it is important for the students to know vocabulary in order to use them for their learning. According to Laufer (1992, as cited in Albrechtsen, Haastrup, and Henriksen, 2004, p. 129) focused that the students are required to have immediate and automatic

access to at least 3000 word families in any given language to ensure their learning comprehension.

2.2 Vocabulary Learning Strategies

2.2.1 Definition of Vocabulary Learning Strategies

In order to support the students to have effective vocabulary learning strategies, it is really important to consider the definitions and characteristics of vocabulary learning strategies in order to support and enhance the students to use their own strategies or to select the appropriate strategies for supporting their learning. There have been many researchers and educators who defined and identified the characteristics of vocabulary learning strategies. Here are the followings:

To start with, Takac (2008, p. 52) defined vocabulary learning strategies as specific strategies utilized in the isolated task of learning vocabulary in the target language. Moreover, they are one part of language learning strategies which in turn are part of general learning strategies (Nations, 2001 as cited in Riankamol, 2008, p. 10). Language learning strategies encourage greater overall self-direction for learners (Ghazal, n.d., p. 84)

Apart from that, Stoffer, 1995; Nation, 2001; and Gu, 2003, as cited in Asgari and Mustapha, 2011, p. 85) vocabulary learning strategies are steps taken by the language learners to acquire new English words. There is a wide range of different vocabulary learning strategies as demonstrated by the classifications of vocabulary learning strategies which are proposed by different researchers.

Manzo and Manzo (n.d., as cited in Farstrup and Samuels (2008, p. 80) identified vocabulary learning strategies as habits of mind that help one learn and remember words and word meanings.

In conclusion, vocabulary learning strategies presented as the process the students use to help themselves acquiring and understanding the vocabulary. Moreover, these strategies are the important techniques for the students to learn vocabulary.

2.2.2 Taxonomy of Vocabulary Learning Strategies

There are many researchers who studied the classification of vocabulary learning strategies in order to support the students' vocabulary learning strategies. There are many researchers who suggest the classification of vocabulary learning strategies and present their taxonomy of vocabulary learning strategies. They are presented below:

a) Brown and Perry's Taxonomy of Vocabulary Learning Strategies

Brown and Perry (1991 as cited in Ellis, 1994, p. 554) investigated the vocabulary learning strategies into three main factors: keyword, semantic, and keyword-semantic. The keyword strategy involves asking learners to form a visual association between the target word and some acoustically similar word they already know. A semantic strategy involves some kind of attempt to integrate the target word into the learner's existing semantic systems. A keyword-semantic strategy involves a combination of keyword and semantic. It is referred to a greater depth of processing which results in better retention.

b) Schmitt's Taxonomy of Vocabulary Learning Strategies

Schmitt (2000, as cited in Lip, 2009, p. 78) classified vocabulary learning strategies into five main groups as explained below:

1. Determination Strategies

They are individual learning strategies which help learners to discover the meaning of words by themselves with no assistance from peers, such as guessing the words from the context (2000).

2. Social Strategies

They are engaged learners in interaction with their peers, and this helps them to learn from each other, such as observing their classmates and asking their teacher for the meaning of a word (2000).

3. Memory Strategies

They are strategies which engage learners in learning the new word through mental processing by associating their existing or background knowledge with the new word (2000). The example is that the learner sees a particular action from a kind of sports on TV and

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guesses the name of the sport because he/she already remembers the actions associated with that sport.

4. Cognitive Strategies

They do not engage learners in mental processing but is more mechanical. An example is repeating the pronunciation of new words (2000).

5. Metacognitive Strategies

They are strategies relating to processes involving monitoring, decision making, and evaluation of one's progress. Metacognitive strategies help the learner in determining appropriate vocabulary learning strategies for learning new words (2000).

c) Gu and Johnson's Taxonomy of Vocabulary Learning Strategies

Gu and Johnson (1996, p. 650-651) and Gu and Johnson (1996, as cited in Ghazal (n.d., p. 85) classified the vocabulary learning strategies into six types. They are explained below:

1. Guessing Strategies

These strategies are required to use the students' background knowledge or wider context and use linguistic cues or immediate context to guess the meaning of a word.

2. Dictionary Strategies

Dictionary strategies are important for the students' comprehension.

3. Note-taking Strategies

These strategies are referred to meaning-oriented note-taking strategies or usage-oriented note-taking strategies.

4. Rehearsal Strategies

The rehearsal strategies are required to use word lists, oral repetition, and visual repetition.

5. Encoding Strategies

These strategies are association, elaboration, imagery, visual encoding, auditory encoding, using word-structure, semantic encoding, and contextual encoding.

6. Activation Strategies

These strategies include those strategies through which the learners actually use new words in different contexts.

According to the classification of vocabulary learning strategies mentioned above, no matter who are presented the different taxonomy of vocabulary learning strategies, they aimed to focus on different aspects of self-reporting strategies and the use of strategies in order to complete their learning tasks and achievement. With these circumstances, Gu and Johnson's taxonomy of vocabulary learning strategies are emphasized with the reason that they support holistic/integrated approach to combine all the strategies that have their role to expand the vocabulary.

2.3 Related Research

Gu and Johnson (1996) established the vocabulary learning strategies used by Chinese university learners of English and the relationship between their strategies and outcomes in learning English. The participants are 850 sophomore non-English majors at Beijing Normal University to complete a vocabulary learning questionnaire. The findings revealed that the participants use a wide variety of vocabulary learning strategies.

In 2001, Mekprayoon studied the use of English vocabulary learning strategies of Mathayom Suksa five students at Demonstration schools under the Ministry of University Affairs, Bangkok Metropolis and compared the use of English vocabulary learning strategies of Mathayom Suksa five students with different reading abilities. The subjects were 345 Mathayom Suksa five students at Demonstration schools under the Ministry of University Affairs, Bangkok Metropolis. The subjects were then divided into three groups according to their English reading comprehension scores ranked in percentiles with 76 students in high ability group, 193 students in moderate ability group and 76 students in low ability group. The research instruments were 1) English reading comprehension test constructed by the researcher and approved by 5 specialists. The test had reliability of 0.90 difficulty level of 0.30 -0.77 and discrimination level of 0.27 - 0.86 and 2) English vocabulary learning strategy questionnaire adapted from Vocabulary Learning Questionnaire (VLQ Version 3) of Yougqi Gu and Robert Keith Johnson (1996:643-665) with reliability of 0.97. The collected data were analyzed by means of arithmetic means, standard deviation, one-way analysis of variance and Scheffe' method. The results of this study were as follows: 1. Mathayom Suksa five students used English vocabulary learning strategies consisted of two categories: Metacognitive strategies and

Cognitive strategies, at the moderate level. The students also used all the aspects of English vocabulary learning strategies at the moderate level. Mathayom Suksa five students in high, moderate and low reading ability group used English vocabulary learning strategies of all categories at the moderate level. The students used all the aspects in Metacognitive strategies at the moderate level and used most the aspects in Cognitive strategies at the moderate level except the memory strategy-rehearsal that high ability group used at the low level but moderate and low ability group used at moderate level. 2. Mathayom Suksa five students with different reading abilities used English vocabulary learning strategies not differently at .05 level of significance.

Saitakham (2002) investigated the English vocabulary learning strategies employed by the third-year English major students of the Faculty of Humanities and Social Sciences at Naresuan University. The subjects were derived into two groups: good and poor students. The instrument used in gathering the data was the questionnaire on six vocabulary learning strategies: guessing strategies, dictionary strategies, note-taking strategies, memory strategies: rehearsal, memory strategies: encoding, and activation strategies. The questionnaire was distributed directly to the sixty students and the number returned was fifty-six or 83.33%. The findings showed that the students most frequently use guessing strategies, and they less frequently use memory strategies: rehearsal for learning English vocabulary. The good students most frequently use guessing strategies, and they less frequently use memory strategies: rehearsal for learning English vocabulary. The poor students most frequently use dictionary strategies and the less frequently use memory strategies: rehearsal for learning English vocabulary. And the significant difference between the good and poor students' use of guessing strategies and dictionary strategies for learning English vocabulary at the level of < .05.

Suwanno et al (2004) also investigated the English vocabulary learning strategies employed by Mattayomsuksa three students in Chaehomwittaya School of Lampang Educational Service Area 3 Office. The subjects were divided into two groups: achievement level: high and low and gender: male and female based on Chung The Fan. The subjects comprised 96 students in Mattayomsuksa three in Chaehomwittaya School of Lampang Educational Service Area 3 Office. The instrument used was a questionnaire on sic vocabulary learning strategies: guessing strategies, dictionary strategies, note-taking strategies, memory

strategies: rehearsal, memory strategies: encoding, and activation strategies. The questionnaire was divided into 2 sections: a checklist of the personal data about gender and grade point average of 5 semesters, and five rating scale questions asking about the English vocabulary learning strategies. The study employed Likert Scale percentage, arithmetic means, standard deviation and t-test dependent, for data analysis.

Muensom (2007) conducted a study of vocabulary learning strategies used by The Bangkok Metropolitan Administration (BMA) Primary School students. This aimed to surveyed vocabulary learning strategies of the Bangkok Metropolitan Administration (BMA) Primary School students and their problems in vocabulary learning. There are two groups of subjects: one group consisted of 50 and the other group consisted of 10 primary students from Watthammapiratararn School. The instrument used was a questionnaire and a semi-structured interview. The findings indicated that most students thought that vocabulary is important for learning English and they encountered new words from various sources: both inside and outside classroom. However, they spent only a few days per week reviewing just a small number of words. They used both determination and social strategies to discover the meanings of new words. The most popular strategy was using a bilingual dictionary. The strategies which are used frequently for consolidating learnt words were repetitive strategies. The findings also revealed that the subjects lacked of revisions as one of the main learning problems and they should be trained in a variety of vocabulary learning strategies to cope with words they encountered.

Furthermore, Siriwan (2007) investigated English vocabulary learning strategies employed by Rajabhat University students. It aimed to examine and describe types of vocabulary learning strategies which Rajabhat University students reported employing in order to deal with their vocabulary learning, explore patterns of variations in frequency of students' reported strategy use according to gender, major field of study, previous language learning experience, type of academic program of study, and level of vocabulary proficiency, and investigate the relationship between frequency of students' reported strategy use and the five independent variables. The research subjects under the present investigation were 1,481 undergraduate students studying at 12 Rajabhat Universities in academic year 2006, obtained through the multi-stage sampling. Semi-structured interviews and a strategy questionnaire were

used as the main methods for data collection. The findings revealed that three main vocabulary categories: the discovery of the meaning of new vocabulary items, the retentions of the knowledge of newly-learned vocabulary items, and the expansion of the knowledge of vocabulary, were discovered and examined. The strategies for vocabulary learning are used variously and depended on examined variables.

Riankamol (2008) investigated English vocabulary learning strategies adopted by English gifted students of Triam Udomsuksa School in the first semester of the academic year 2008. The subjects were twenty seven students who were studying in English gifted program at Triam Udomsuksa School. The purpose of the survey is to find most and least frequently used vocabulary learing strategies used by the English gifted students. An instrument used in this survey study was a 25-item questionnaire adapted from Schmitt's taxonomy for vocabulary learning strategies. The data was analyzed by using frequency, percentages, and means. The findings indicated that the use of metacognitive strategies is used most frequently by English gifted students who were considered high proficient students in English. And the least frequently used vocabulary strategy was in cognitive strategies.

It can be observed that they are many researchers who studied the vocabulary learning strategies of the students in different situations. Unfortunately there is rarely studied in the context that the students use English as a medium of instruction. So the researcher is required to study the students' English vocabulary learning strategies in this context.

CHAPTER III
RESEARCH METHODOLOGY

The purpose of this study is to investigate the English vocabulary learning strategies of the first and second year English major students of the School of Liberal Arts, academic year 2006, semester 2 at Mae Fah Luang University. The methods employed are the semi-structured interview surveying the English vocabulary strategies the students employ in the classroom and the questionnaire asking the strategies the students employ to learn vocabulary. In order to reach the objective of this research and to answer the research questions, the methodology used in the study is presented. The details of this chapter are consisted of the background of the participants, research instruments, data collection and procedures, and data analysis respectively.

3.1 Background of the Participants

The participants used in this study are 115 first year and 130 second year English major students of the School of Liberal Arts in the academic year 2006 at Mae Fah Luang University. They are chosen and classified into two main groups: first and second year students. All 120 first year and 142 second year English major students are selected purposively from the registrar's office record.

3.2 Research Instruments

For the constructing of the instruments used in this study, the researcher selects two main instruments: semi-structured interview designed by the researcher and questionnaire adapted from "Vocabulary Learning Questionnaire (VLQ Version 3) of Gu and Johnson (1996). The orientation of completing the semi-structured interview and the questionnaire is conducted for giving the students' guidelines and explanation in order to avoid facing the ambiguity and misinterpretation.

3.2.1 Developing the Semi-Structured Interview

The semi-structured interview is conducted with 20 students who are randomly selected. The open-ended questions in the semi-structured interview lead to the survey of English vocabulary strategies the students employ in the classroom. The interview is held two times: the former is at the beginning of the semester, academic year 2006 during the first month of the semester, and the latter is at the end of the third month of the semester. The discussion from the interview is undertaken in the classroom of the students randomly by the researcher and audio recorded. The discussion takes about one hour. The procedure of the construction is as follows:

1. Studying the related documents involving the vocabulary learning strategies.

2. Identifying the interview topics related to the students' opinions about vocabulary learning and strategies which are:

> 1) Do you think if vocabulary is important for your learning?
>
> 2) If yes, which way do you think it is important? If not, why don't you think it is important?
>
> 3) How do you learn vocabulary?
>
> 4) Which vocabulary learning strategies do you use in your vocabulary learning (Guessing strategies, Dictionary strategies, Note-Taking strategies, Rehearsal strategies, Encoding strategies, and Activation strategies)
>
> (See Appendix)

3. Proposing the interview topics to experts for approving the completeness of the topics and the appropriateness of language use.

4. Revising the interview form according to the experts' comments and suggestions.

5. Designing the complete form in order to use for the interview.

3.2.2 Developing the Questionnaire

The questionnaire is distributed to the participants who are 120 first year and 142 second year English major students of the School of Liberal Arts in the academic year 2006 at Mae Fah Luang University. The students are asked to combine together then distribute the

questionnaire to them. Before completing the questionnaire, the researcher orients the students about the objective of the study and the instructions to complete the questionnaire. The process lasts one and a half hour. The procedure of the construction is as follows:

1. Studying the questionnaire adapted from "Vocabulary Learning Questionnaire (VLQ Version 3) of Gu and Johnson (1996).

2. Designing the questionnaire according to "Vocabulary Learning Questionnaire (VLQ Version 3) of Gu and Johnson (1996). The questionnaire is consisted of two main sections: general background and English vocabulary learning strategies' survey. For section 1, year of studying is mentioned in order to acquire general background of the participants. Whilst, section 2 is a survey of English vocabulary learning strategies of the participants in the format of five rating scale. The topics are as follows:

1. Guessing Strategies

   1.1 The students use alternative cues and try again if they fail to guess the meaning of a word.

   1.2 The students make use of the logical development in the context (e.g., cause and effect) when guessing the meaning of a word.

   1.3 The students make use of their common sense and knowledge of the world when guessing the meaning of a word.

   1.4 The students check their guessed meaning against the wider context to see if it fits in.

   1.5 The students make use of their knowledge of the topic when guessing the meaning of a word.

   1.6 The students look for other words or expressions in the passage that support their guess about the meaning of a new word.

   1.7 The students look for any definitions or paraphrases in the passage that support their guess about the meaning of a word.

   1.8 The students make use of the grammatical structure of a sentence when guessing the meaning of a new word.

   1.9 The students look for any examples provided in the context when guessing the meaning of a new word.

1.10 The students make use of the part of speech of a new word when guessing its meaning.

1.11 The students check their guessed meaning against the immediate context to see if it fits in.

1.12 The students analyze the word structure (prefix, root, and suffix) when guessing the meaning of a word

2. Dictionary Strategies

2.1 When the students see an unfamiliar word again and again, they look it up.

2.2 When the students want to confirm their guess about a word, they look it up.

2.3 When not knowing a word prevents the students from understanding a whole sentence or even a whole paragraph, they look it up.

2.4 The students look up words that are crucial to the understanding of the sentence or paragraph in which it appears.

2.5 The students pay attention to the examples of use when they look up a word in a dictionary.

2.6 The students look for phrases or set expressions that go with the word they look up.

2.7 The students consult a dictionary to find out about the subtle differences in the meanings of English words.

2.8 When the students want to know more about a word that they already have some knowledge of, they look it up.

2.9 When the students don't know the usage of a word, they already have some knowledge of, they look it up.

2.10 The students make a note when they want to help themselves distinguish between the meanings of two or more words.

2.11 When looking up a word in the dictionary, the students read sample sentences illustrating various meanings of the word.

2.12 When the students get interested in another new word in the definitions of the word they look up, they look up this word as well.

2.13 When the students don't know the usage of a word, they already have some knowledge of, they look it up.

2.14 The students make a note when they want to help themselves distinguish between the meanings of two or more words.

2.15 When looking up a word in the dictionary, the students read sample sentences illustrating various meanings of the word.

2.16 When the students get interested in another new word in the definitions of the word they look up, they look up this word as well.

2.17 If the new word is inflected, the students remove the inflections to recover the form to look up (e.g., for created, look for create).

2.18 It the new word the students try to look up seems to have a prefix or suffix, they will try the entry for the stem.

2.19 If the unknown appears to be an irregularly inflected form or a spelling variant, the students will scan nearby entries.

2.20 If there are multiple senses or homographic entries, the students use various information (e.g., part of speech, pronunciation, style, collocation, meaning, etc.) to reduce them by elimination.

2.21 The students try to integrate dictionary definitions into the context where the unknown was met and arrive at a contextual meaning by adjusting for complementation and collocation, part of speech and breadth of meaning.

3. Note-Taking Strategies

3.1 The students make a note of the meaning of a new word when they think the word they are looking up is commonly used.

3.2 The students make a note when they think the word they are looking up is relevant to their personal interest.

3.3 The students put synonyms or antonyms together in their notebook.

3.4 The students write down the English synonym (s) or explanations of the word they look up.

3.5 The students write down both the Thai equivalent and the English synonyms of the word they look up.

3.6 The students make a note when they see a useful expression or phrase.

3.7 The students take down the collocations of the word they look up.

3.8 The students take down the grammatical information about a word when they look it up.

3.9 The students note down examples showing the usage of the word they look up.

4. Rehearsal Strategies

4.1 The students make vocabulary lists of new words that they meet.

4.2 The students write the new words on one side of a card and their explanations on the other side.

4.3 The students keep the vocabulary lists of new words that they make.

4.4 The students go through their vocabulary list several times until they are sure that they do not have any words on that list that they still do not understand.

4.5 The students make vocabulary cards and take them with them wherever they go.

4.6 The students make regular and structure reviews of new words they have memorized.

4.7 When the students try to remember a word, they repeat it aloud to themselves.

4.8 Repeating the sound of a new word to themselves would be enough for the students to remember the word.

4.9   When the students try to remember a word, they repeat its pronunciation on their mind.

4.10   When the students try to remember a word, they write it repeatedly.

4.11   The students memorize the spelling of a word letter by letter.

4.12   The students write both the new words and their Thai equivalents repeatedly in order to remember them.

5.   Encoding Strategies

5.1   The students remember a group of new words that share a similar part in spelling.

5.2   The students associate a group of new words that share a similar part in spelling with a known word that looks or sound similar to the shared part.

5.3   The students create a sentence in Thai when they link a new word to a known word.

5.4   The students attach physical sensations to certain words (e.g., stinking) when they try to remember them.

5.5   The students act out a word in order to remember it better.

5.6   The students create a mental image of the new word to help them remember it.

5.7   The students associate one or more letters in a word with the word meaning to help them remember it (look has two "eyes" in the middle).

5.8   The students create mental images of association when they link a new word to a known word.

5.9   The students visualize the new word to help them remember it.

5.10   The students associate a new word to a known English word that looks similar.
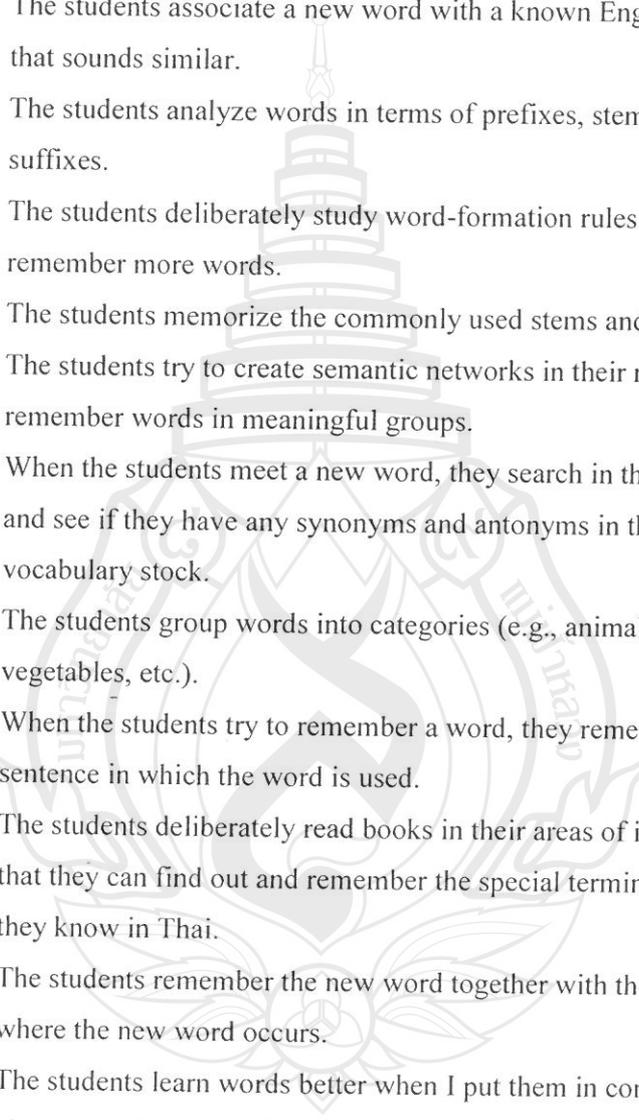
5.11   The students remember the spelling of a word by breaking it into several visual parts.

5.12   The students remember together words that sound similar.

5.13   The students remember together words that are spelled similarly.

5.14   The students associate a new word with a known English word that sounds similar.

5.15   The students analyze words in terms of prefixes, stems, and suffixes.

5.16   The students deliberately study word-formation rules in order to remember more words.

5.17   The students memorize the commonly used stems and prefixes.

5.18   The students try to create semantic networks in their mind and remember words in meaningful groups.

5.19   When the students meet a new word, they search in their memory and see if they have any synonyms and antonyms in their vocabulary stock.

5.20   The students group words into categories (e.g., animals, utensils, vegetables, etc.).

5.21   When the students try to remember a word, they remember the sentence in which the word is used.

5.22   The students deliberately read books in their areas of interest so that they can find out and remember the special terminology that they know in Thai.

5.23   The students remember the new word together with the context where the new word occurs.

5.24   The students learn words better when I put them in context (e.g., phrases, sentences, etc.).

6. Activation Strategies

    6.1 The students try to read as much as possible so that they can make use of the words they tried to remember.

    6.2 The students make up their own sentences using the words they just learned.

    6.3 The students try to use the newly learned words as much as possible in speech and writing.

    6.4 The students try to use newly learned words in real situations.

    6.5 The students try to use newly learned words in imaginary situations in their mind.

3. Proposing the questionnaire to experts for approving the appropriateness of language and translation.

4. Trying out the questionnaire with 10 first-year students studying tourism from School of Management for further revision and improvement.

3.3 Data Collection and Procedure

3.3.1 The Semi-Structured Interview

The semi-structured interview is held two times: the former is at the beginning of the semester, academic year 2006 during the first month of the semester, and the latter is at the end of the third month of the semester. There are 20 students who are randomly selected to have the semi-structured interview.

3.3.2 The Questionnaire

The questionnaire is distributed to the participants in the fourth month of the semester, academic year 2006. There are five assistant researchers to help distributing the questionnaire. The process lasts one and a half hour. There are 115 out of 120 copies from first year and 130 of out 142 copies from second year returned to the researcher.

3.4 Data Analysis

After the researcher receives the completed semi-structured interview and questionnaire, the data from the semi-structured interview are combined, then analyzed and the questionnaire is processed, computed, interpreted, categorized by means of the Statistical Package for Social Sciences (SPSS for Windows 20).

The following statistical procedures are employed in this study:

1. Five-Point Likert Scale

The five-point Likert scale is used to determine the extent of using English vocabulary learning strategies. The scale is as follows:

5	=	very often use
4	=	often use
3	=	moderately use
2	=	rarely use
1	=	not use

And the criteria are accordingly:

4.50-5.00	=	very often use
3.50-4.49	=	often use
2.50-3.49	=	moderately use
1.50-2.49	=	rarely use
1.00-1.49	=	not use

2. Arithmetic Mean ($\bar{x}$) and Standard Deviation (S.D.)

Arithmetic mean ($\bar{x}$) and standard deviation (S.D.) of each item are used in order to provide the average levels for using vocabulary learning strategies.

3. T-test of the Difference between two independent means

A t-test of the difference between two independent means is employed to discover whether there is a significant difference between the first and the second year students with regard to their English vocabulary learning strategies.

CHAPTER IV
RESULTS

This chapter reports the results of the study. It is comprised of the analysis of the collected data and findings. The two research questions formulated in Chapter I serve as the framework for the presentation of the findings. Each answer is based on the data collected from the first and second year English major students of the School of Liberal Arts in the academic year 2006 at Mae Fah Luang University through the semi-structured interview and the questionnaire. All the data obtained are later computed and analyzed.

4.1 Description of the Subjects of the Study

The Semi-Structured Interview

The number of responses for the semi-structured interview is 20. The table below represents the number of the students in each category:

Table 4.1 The Number of Responses for the Semi-Structured Interview

Subjects	Number of Interviewees
First year students	10
Second year students	10
Total	20

The Questionnaire

The number of responses received in the study is 115 out of 120 copies from first year English major students representing 95.8 percent of the target population and 130 of out 142 copies from second year English major students representing 91.5 percent of the target population. Table 4.2 shows the numbers of the students in each category:

Table 4.2 The Number of Responses for the Questionnaire

Subjects	Target Subjects	Returned Questionnaires
First year students	120	115 (95.8%)
Second year students	142	130 (91.5%)
Total	262	245 (93.5%)

4.2 Research Question One

What are the English vocabulary learning strategies that the first and second English major students employ to learn English vocabulary?

The semi-structured interview and the questionnaire are designed in order to identify the English vocabulary learning strategies the students employ to learn English vocabulary.

The data from the semi-structured interview is combined and analyzed. And the data from the questionnaire is rated and a mean score derived from this scale is interpreted in the following ranges.

Criteria for students' English vocabulary learning strategies are:

Very often use	=	5
Often use	=	4
Moderately use	=	3
Rarely use	=	2
Not use	=	1

Mean scores derived from this scale are then defined on the following ranges:

Very often use	=	5.00-4.50
Often use	=	4.49-3.50
Moderately use	=	3.49-2.50
Rarely use	=	2.49-1.50
Not use	=	1.49-1.00

The data obtained are analyzed, calculated, and the results are presented in the table below.

4.3 Finding One

The English vocabulary learning strategies the first year students employ to learn English vocabulary

The Semi-Structured Interview

According to the semi-structured interview asking the students' opinion about vocabulary learning and strategies, it was analyzed and then categorized into the following questions:

Do you think if vocabulary is important for your learning?

According to the students' opinion about the importance of vocabulary, they expressed that vocabulary is important for their learning. The mentioned in the followings:

Student A: "Vocabulary is important for me because it will help me understand the lesson."

Student B: "There are many vocabularies in English. I cannot remember them all but I always use the dictionary to find their meanings and parts of speech."

Student C: "Some vocabularies can be used in different ways, so it is important to understand the context before choosing the correct meaning of them."

Student D: "Every time in the classroom, there are a lot of vocabularies to use and to know."

If yes, which way do you think it is important? If not, why don't you think it is important?

Most of the students expressed that vocabulary is important because it can enhance them to understand the lessons. Moreover, it acts as a tool for learning English well. As mentioned, they revealed that:

Student A: "Vocabulary is important because it can help me understand what I am learning. I can expand my understanding through vocabulary."

Student B: "It is very important for me. The reason is that vocabulary supports me to learn grammar well."

Student C: "Without the vocabulary, I do not study well."

Student D: "It is important for me because I think vocabulary is the first step to study English well."

How do you learn vocabulary?

The students explained that they learned vocabulary from various factors. They had their own ways to learn. The said:

Student A: "I learn vocabulary from using the dictionary. Every time when the teacher assign me to do some assignments, I use the dictionary to find whatever I want, such as, meaning, parts of speech, or even sample of vocabulary use in the sentence."

Student B: "I like to take notes when I find the vocabulary is not familiar to me. Then, I sometimes use the dictionary to find its meaning."

Student C: "In the classroom, I just ask my friend and my teacher about the vocabulary meaning. They help to explain and show me how to use that word."

Student D: "I like to use one website which is 'thesaurus.com' to find the words. There are a lot of synonyms and antonyms which are very useful for my assignment. I love it a lot."

Which vocabulary learning strategies do you use in your vocabulary learning (Guessing strategies, Dictionary strategies, Note-Taking strategies, Rehearsal strategies, Encoding strategies, and Activation strategies?

According to the vocabulary learning strategies the students used in the English classroom, dictionary strategies are the first they always use. They exposed that they could find a lot of functions in the dictionary. It was very easy for them to find the words and their meanings. Apart from that, guessing strategies were used especially when they faced a difficulty to use the vocabularies in authentic situations. They gave some examples as when they talked with the teacher in English and they completed some in-class assignments. They presented their ideas as follows:

Student A: "I use dictionary strategies for my English learning. I feel safe when I have a dictionary in my hand. I can everywhere every time."

Student B: "Most of the time, I guess their meanings. Context clues and some familiar words are very useful for me."

Student C: "I use note-taking strategies because I like to note down what I do not know. Then I find it from the internet."

Student D: "For me, I love to guess even it does not work well. I think guessing is challenging for me."

The Questionnaire

According to the questionnaire, it was explained that guessing strategies was the first vocabulary learning strategies for which the results of the analysis could be seen in Table 4.3.

Table 4.3 Mean Ratings of the English Vocabulary Learning Strategies the Students
Employ to Learn English Vocabulary, Most Particularly in Guessing Strategies

Items	Behavior of Guessing Strategies	$\bar{x}$	S.D.	Ranges
1	The students use alternative cues and try again if they fail to guess the meaning of a word.	4.30	0.68	Often Use
2	The students make use of the logical development in the context (e.g., cause and effect) when guessing the meaning of a word.	4.43	0.59	Often Use
3	The students make use of their common sense and knowledge of the world when guessing the meaning of a word.	4.50	0.65	Very Often Use
4	The students check their guessed meaning against the wider context to see if it fits in.	3.12	0.81	Moderately Use
5	The students make use of their knowledge of the topic when guessing the meaning of a word.	4.37	0.60	Often Use

Table 4.3 (continued)

Items	Behavior of Guessing Strategies	x̄	S.D.	Ranges
6	The students look for other words or expressions in the passage that support their guess about the meaning of a new word.	4.42	0.59	Often Use
7	The students look for any definitions or paraphrases in the passage that support their guess about the meaning of a word.	3.50	0.69	Often Use
8	The students make use of the grammatical structure of a sentence when guessing the meaning of a new word.	3.27	0.95	Moderately Use
9	The students look for any examples provided in the context when guessing the meaning of a new word.	4.08	0.65	Often Use
10	The students make use of the part of speech of a new word when guessing its meaning.	3.04	0.75	Moderately Use
11	The students check their guessed meaning against the immediate context to see if it fits in.	3.48	0.81	Moderately Use
12	The students analyze the word structure (prefix, root, and suffix) when guessing the meaning of a word.	4.30	0.59	Often Use

N = 115

Table 4.3 showed the English vocabulary learning strategies the first year students employ to learn English vocabulary particularly in guessing strategies. It can be seen that the mean level the students employ the English vocabulary learning strategies was in 4.50-3.04. The strategy "The students make use of their common sense and knowledge of the world when guessing the meaning of a word" (mean = 4.50) got the highest scale which meant they very often used this strategy. The strategy "The students make use of the part of speech of a new

word when guessing its meaning" (mean = 3.04) was the one they considered that they moderately used it for vocabulary learning.

The second of the strategies was dictionary strategies which the results of the analysis could be seen in Table 4.4.

Table 4.4 Mean Ratings of the English Vocabulary Learning Strategies the Students
Employ to Learn English Vocabulary, Most Particularly in Dictionary Strategies

Items	Behavior of Dictionary Strategies	$\bar{x}$	S.D.	Ranges
13	When the students see an unfamiliar word again and again, they look it up.	4.10	0.69	Moderately Use
14	When the students want to confirm their guess about a word, they look it up.	3.38	0.63	Moderately Use
15	When not knowing a word prevents the students from understanding a whole sentence or even a whole paragraph, they look it up.	4.58	0.56	Very Often Use
16	The students look up words that are crucial to the understanding of the sentence or paragraph in which it appears.	4.57	0.51	Very Often Use
17	The students pay attention to the examples of use when they look up a word in a dictionary.	4.57	0.52	Very Often Use
18	The students look for phrases or set expressions that go with the word they look up.	4.41	0.61	Often Use

Table 4.4 (continued)

Items	Behavior of Dictionary Strategies	x̄	S.D.	Ranges
19	The students consult a dictionary to find out about the subtle differences in the meanings of English words.	3.86	0.62	Often Use
20	When the students want to know more about a word that they already have some knowledge of, they look it up.	4.62	0.54	Very Often Use
21	When the students don't know the usage of a word, they already have some knowledge of, they look it up.	4.33	0.60	Often Use
22	The students make a note when they want to help themselves distinguish between the meanings of two or more words.	2.97	0.82	Moderately Use
23	When looking up a word in the dictionary, the students read sample sentences illustrating various meanings of the word.	4.28	0.66	Often Use
24	When the students get interested in another new word in the definitions of the word they look up, they look up this word as well.	4.03	0.65	Often Use
25	If the new word is inflected, you remove the inflections to recover the form to look up (e.g., for created, look for create).	3.43	0.81	Moderately Use
26	It the new word the students try to look up seems to have a prefix or suffix, they will try the entry for the stem.	2.93	0.75	Moderately Use
27	If the unknown appears to be an irregularly inflected form or a spelling variant, the students will scan nearby entries.	4.28	0.62	Often Use

Table 4.4 (continued)

Items	Behavior of Dictionary Strategies	$\bar{x}$	S.D.	Ranges
28	If there are multiple senses or homographic entries, the students use various information (e.g., part of speech, pronunciation, style, collocation, meaning, etc.) to reduce them by elimination.	3.70	0.70	Often Use
29	The students try to integrate dictionary definitions into the context where the unknown was met and arrive at a contextual meaning by adjusting for complementation and collocation, part of speech and breadth of meaning.	3.90	0.70	Often Use

N = 115

Table 4.4 showed the English vocabulary learning strategies the first year students employed to learn English vocabulary particularly in dictionary strategies. The strategies the students very often used were "When the students want to know more about a word that they already have some knowledge of, they look it up" (mean = 4.62"), "When not knowing a word prevents the students from understanding a whole sentence or even a whole paragraph, they look it up" (mean = 4.58), "The students look up words that are crucial to the understanding of the sentence or paragraph in which it appears" (mean = 4.57), and "The students pay attention to the examples of use when they look up a word in a dictionary" (mean = 4.57). The strategies the students moderately used were "When the students see an unfamiliar word again and again, they look it up" (mean = 4.10), "If the new word is inflected, you remove the inflections to recover the form to look up (e.g., for created, look for create). (mean = 3.43), "When the students want to confirm their guess about a word, they look it up" (mean = 3.38), "The students make a note when they want to help themselves distinguish between the meanings of two or more words" (mean = 2.97), and "It the new word the students try to look up seems to have a prefix or suffix, they will try the entry for the stem" (mean = 2.93). This could be observed that these five items

were depended on their own vocabulary proficiency and their learning styles as a means of Thai learning context. They lacked of the revision and analysis what they faced.

The third of the strategies was note-taking strategies which the results of the analysis could be seen in Table 4.5.

Table 4.5 Mean Ratings of the English Vocabulary Learning Strategies the Students Employ to Learn English Vocabulary, Most Particularly in Note-Taking Strategies

Items	Behavior of Note-Taking Strategies	$\bar{x}$	S.D.	Ranges
30	The students make a note of the meaning of a new word when they think the word they are looking up is commonly used.	2.88	0.89	Moderately Use
31	The students make a note when they think the word they are looking up is relevant to their personal interest.	4.29	0.67	Often Use
32	The students put synonyms or antonyms together in their notebook.	2.78	0.71	Moderately Use
33	The students write down the English synonym (s) or explanations of the word they look up.	4.32	0.57	Often Use
34	The students write down both the Thai equivalent and the English synonyms of the word they look up.	4.42	0.61	Often Use
35	The students make a note when they see a useful expression or phrase.	4.43	0.56	Often Use
36	The students take down the collocations of the word they look up.	3.45	0.97	Moderately Use

Table 4.5 (continued)

Items	Behavior of Note-Taking Strategies	$\bar{x}$	S.D.	Ranges
37	The students take down the grammatical information about a word when they look it up.	2.94	0.74	Moderately Use
38	The students note down examples showing the usage of the word they look up.	4.03	0.69	Often Use

N = 115

As illustrated in Table 4.5 describing the note-taking strategies the students used for their English vocabulary learning, the strategy "The students make a note when they see a useful expression or phrase" (mean = 4.43) was often used; on the other hand, the strategies "The students take down the collocations of the word they look up" (mean = 3.45), "The students take down the grammatical information about a word when they look it up" (mean = 2.94), "The students make a note of the meaning of a new word when they think the word they are looking up is commonly used" (mean = 2.88), and "The students put synonyms or antonyms together in their notebook" (mean = 2.78) were moderately used. This could be explained that these four strategies were not familiar with the students. Actually, the students used simple format of note-taking; that is, they chose only relevant words and wrote down some synonyms or antonyms, Thai meanings, expressions, and examples.

The fourth of the strategies was rehearsal strategies which the results of the analysis could be seen in Table 4.6.

Table 4.6 Mean Ratings of the English Vocabulary Learning Strategies the Students Employ to Learn English Vocabulary, Most Particularly in Rehearsal Strategies

Items	Behavior of Rehearsal Strategies	$\bar{x}$	S.D.	Ranges
39	The students make vocabulary lists of new words that they meet.	2.22	0.70	Rarely Use

Table 4.6 (continued)

Items	Behavior of Rehearsal Strategies	$\bar{x}$	S.D.	Ranges
40	The students write the new words on one side of a card and their explanations on the other side.	2.05	0.67	Rarely Use
41	The students keep the vocabulary lists of new words that they make.	2.11	0.70	Rarely Use
42	The students go through their vocabulary list several times until they are sure that they do not have any words on that list that they still do not understand.	1.74	0.69	Rarely Use
43	The students make vocabulary cards and take them with them wherever they go.	2.08	0.81	Rarely Use
44	The students make regular and structure reviews of new words they have memorized.	1.91	0.79	Rarely Use
45	When the students try to remember a word, they repeat it aloud to themselves.	2.10	0.83	Rarely Use
46	Repeating the sound of a new word to themselves would be enough for the students to remember the word.	4.03	0.69	Often Use
47	When the students try to remember a word, they repeat its pronunciation on their mind.	4.14	0.72	Often Use
48	When the students try to remember a word, they write it repeatedly.	4.36	0.62	Often Use
49	The students memorize the spelling of a word letter by letter.	3.67	1.30	Often Use
50	The students write both the new words and their Thai equivalents repeatedly in order to remember them.	3.05	1.01	Moderately Use

N = 115

According to Table 4.6 presented the rehearsal strategies, it could be presented that the students often used the strategies "When the students try to remember a word, they write it repeatedly" (mean 4.36), "When the students try to remember a word, they repeat its pronunciation on their mind" (mean = 4.14), "Repeating the sound of a new word to themselves would be enough for the students to remember the word" (mean = 4.03), and "The students memorize the spelling of a word letter by letter" (mean = 3.67) while they used the strategy "The students write both the new words and their Thai equivalents repeatedly in order to remember them" (mean = 3.05) moderately. For the strategies "The students make vocabulary lists of new words that they meet" (mean = 2.22), "The students keep the vocabulary lists of new words that they make" (mean = 2.11), "When the students try to remember a word, they repeat it aloud to themselves" (mean = 2.10), "The students make vocabulary cards and take them with them wherever they go" (mean = 2.08), and "The students write the new words on one side of a card and their explanations on the other side" (mean = 2.05), "The students make regular and structure reviews of new words they have memorized" (mean = 1.91), and "The students go through their vocabulary list several times until they are sure that they do not have any words on that list that they still do not understand" (mean = 1.74), they rarely used for their vocabulary learning. This could be seen that rehearsal strategies were not familiar with the students. The students only wrote the unfamiliar words and sometimes spoke and remembered the vocabularies.

The fifth of the strategies was rehearsal strategies which the results of the analysis could be seen in Table 4.7.

Table 4.7 Mean Ratings of the English Vocabulary Learning Strategies the Students Employ to Learn English Vocabulary, Most Particularly in Encoding Strategies

Items	Behavior of Encoding Strategies	$\bar{x}$	S.D.	Ranges
51	The students remember a group of new words that share a similar part in spelling.	4.06	0.75	Often Use

Table 4.7 (continued)

Items	Behavior of Encoding Strategies	$\bar{x}$	S.D.	Ranges
52	The students associate a group of new words that share a similar part in spelling with a known word that looks or sound similar to the shared part.	4.30	0.62	Often Use
53	The students create a sentence in Thai when they link a new word to a known word.	4.31	0.65	Often Use
54	The students attach physical sensations to certain words (e.g., stinking) when they try to remember them.	4.13	0.74	Often Use
55	The students act out a word in order to remember it better.	4.33	0.60	Often Use
56	The students create a mental image of the new word to help them remember it.	4.20	0.66	Often Use
57	The students associate one or more letters in a word with the word meaning to help them remember it (look has two "eyes" in the middle).	4.35	0.62	Often Use
58	The students create mental images of association when they link a new word to a known word	4.32	0.61	Often Use
59	The students visualize the new word to help them remember it.	4.30	0.67	Often Use
60	The students associate a new word to a known English word that looks similar.	4.37	0.59	Often Use
61	The students remember the spelling of a word by breaking it into several visual parts.	4.12	0.67	Often Use
62	The students remember together words that sound similar.	4.16	0.66	Often Use

Table 4.7 (continued)

Items	Behavior of Encoding Strategies	$\bar{x}$	S.D.	Ranges
63	The students remember together words that are spelled similarly.	4.32	0.63	Often Use
64	The students associate a new word with a known English word that sounds similar.	4.33	0.70	Often Use
65	The students analyze words in terms of prefixes, stems, and suffixes.	4.08	0.69	Often Use
66	The students deliberately study word-formation rules in order to remember more words.	4.28	0.67	Often Use
67	The students memorize the commonly used stems and prefixes.	4.18	0.68	Often Use
68	The students try to create semantic networks in their mind and remember words in meaningful groups.	4.17	0.69	Often Use
69	When the students meet a new word, they search in their memory and see if they have any synonyms and antonyms in their vocabulary stock.	4.16	0.67	Often Use
70	The students group words into categories (e.g., animals, utensils, vegetables, etc.).	4.17	0.64	Often Use
71	When the students try to remember a word, they remember the sentence in which the word is used.	4.36	0.61	Often Use
72	The students deliberately read books in their areas of interests so that they can find out and remember the special terminology that they know in Thai.	4.45	0.53	Often Use

Table 4.7 (continued)

Items	Behavior of Encoding Strategies	$\bar{x}$	S.D.	Ranges
73	The students remember the new word together with the context where the new word occurs.	4.37	0.60	Often Use
74	The students learn words better when they put them in contexts (e.g., phrases, sentences, etc).	4.38	0.60	Often Use

N = 115

In table 4.7, the encoding strategies were presented. It could be observed that the students often used the encoding strategies at the mean level of often use (4.49-3.50). The highest mean level was the strategy "The students deliberately read books in their areas of interest so that they can find out and remember the special terminology that they know in Thai" (mean = 4.45). The strategies "The students learn words better when I put them in context (e.g., phrases, sentences, etc.)" (mean = 4.38), "The students remember the new word together with the context where the new word occurs" (mean = 4.37), "The students associate a new word to a known English word that looks similar" (mean = 4.37), "When the students try to remember a word, they remember the sentence in which the word is used" (mean = 4.36), "The students associate one or more letters in a word with the word meaning to help them remember it (look has two "eyes" in the middle)" (mean = 4.35), "The students act out a word in order to remember it better" (mean = 4.33), "The students associate a new word with a known English word that sounds similar" (mean = 4.33), "The students create mental images of association when they link a new word to a known word" (mean = 4.32), and "The students remember together words that are spelled similarly" (mean = 4.32) were respectively.

The sixth of the strategies was activation strategies which the results of the analysis could be seen in Table 4.8.

Table 4.8 Mean Ratings of the English Vocabulary Learning Strategies the Students
Employ to Learn English Vocabulary, Most Particularly in Activation
Strategies

Items	Behavior of Activation Strategies	$\bar{x}$	S.D.	Ranges
75	The students try to read as much as possible so that they can make use of the words they tried to remember.	4.25	0.61	Often Use
76	The students make up their own sentences using the words they just learned.	4.23	0.63	Often Use
77	The students try to use the newly learned words as much as possible in speech and writing.	4.21	0.68	Often Use
78	The students try to use newly learned words in real situations.	4.20	0.60	Often Use
79	The students try to use newly learned words in imaginary situations in their mind.	4.36	0.57	Often Use

N = 115

In table 4.8, the students used the strategy "The students try to use newly learned words in imaginary situations in their mind" (mean = 4.36) at the high level. The strategies "The students try to read as much as possible so that they can make use of the words they tried to remember" (mean = 4.25), "The students make up their own sentences using the words they just learned" (mean = 4.23), "The students try to use the newly learned words as much as possible in speech and writing" (mean = 4.21), "The students try to use newly learned words in real situations" (mean = 4.20) were respectively. That meant the students often used these strategies for their English vocabulary learning.

The English vocabulary learning strategies the second year students employ to learn English vocabulary

The Semi-Structured Interview

According to the survey of the students English vocabulary learning strategies they employed to learn English vocabulary by the semi-structured interview, it could be observed from the analysis of the data as shown below:

Do you think if vocabulary is important for your learning?

According to the students' opinion about the importance of vocabulary, they expressed that vocabulary is one of the important factors to make them successful in learning. Without knowledge of vocabulary, they could not understand the lessons and misused it in different contexts. The revealed that:

Student A: "I always believe that vocabulary is important for my learning. I spend three days a week to read English cartoons in order for me to know a lot of vocabularies."

Student B: "For my opinion, vocabulary is important. If I know a lot of them, I can understand what the teacher teaches in class. Moreover, I can use them correctly and effectively."

Student C: "Even though vocabulary is important, they are a lot of them. And it is hard for me to remember them all."

Student D: "It is very important for me. If I know a lot of vocabulary, my English will be good."

If yes, which way do you think it is important? If not, why don't you think it is important?

Most of the students mentioned that vocabulary is important for their learning. It will help them not only know its meaning but also they know more about parts of speech, sample of use, synonyms, antonyms, and pronunciation as well. They declared as follows:

Student A: "I know a lot if I know the meaning of the vocabulary."

Student B: "It is the only way to support me to understand the lesson."

Student C: "It can expand my knowledge when I know what they are."

Student D: "It is very important for me. Vocabulary helps me achieve greater understanding and I can speak well when I know a lot of vocabulary."

How do you learn vocabulary?

The students conveyed that they had their own techniques to learn vocabulary. They presented that:

Student A: "I learn vocabulary from pictures. Pictures help me remember the family of the vocabularies. I always use picture dictionary."

Student B: "For me, I learn vocabulary from the dictionary. My dictionary tells me a lot and I can use it to choose the best meaning for my assignment."

Student C: "I love to copy the sentences which unknown vocabularies are appeared. I think this is a good authentic example. Then I find their meaning from the dictionary."

Student D: "Most of the time, I memorize the spelling of the words and I always write them repeatedly.

Which vocabulary learning strategies do you use in your vocabulary learning (Guessing strategies, Dictionary strategies, Note-Taking strategies, Rehearsal strategies, Encoding strategies, and Activation strategies?

For the vocabulary learning strategies the students used in the English classroom, they second year English major students employed encoding strategies for their vocabulary learning. Apart from that, they used guessing strategies, dictionary strategies, and rehearsal strategies respectively. They discovered that:

Student A: "I think I use guessing strategies most of the time when I learn English language. I use context clues and sentence structure to be as guidelines."

Student B: "For me, I still use dictionary strategies for learning. It is very useful and powerful for me."

Student C: "I have my own techniques to remember the word by repeating it aloud to myself."

Student D: "I use vocabulary cards and categorize them according to the alphabetical order."

The Questionnaire

According to the questionnaire, it was explained that guessing strategies was the second vocabulary learning strategies for which the results of the analysis could be seen in Table 4.9.

Table 4.9 Mean Ratings of the English Vocabulary Learning Strategies the Students Employ to Learn English Vocabulary, Most Particularly in Guessing Strategies

Items	Behavior of Guessing Strategies	$\bar{x}$	S.D.	Ranges
1	The students use alternative cues and try again if they fail to guess the meaning of a word.	4.26	0.68	Often Use
2	The students make use of the logical development in the context (e.g., cause and effect) when guessing the meaning of a word.	4.38	0.61	Often Use
3	The students make use of their common sense and knowledge of the world when guessing the meaning of a word.	4.51	0.64	Very Often Use
4	The students check their guessed meaning against the wider context to see if it fits in.	3.28	0.91	Moderately Use
5	The students make use of their knowledge of the topic when guessing the meaning of a word.	4.38	0.59	Often Use
6	The students look for other words or expressions in the passage that support their guess about the meaning of a new word.	4.42	0.58	Often Use

Table 4.9 (continued)

Items	Behavior of Guessing Strategies	x̄	S.D.	Ranges
7	The students look for any definitions or paraphrases in the passage that support their guess about the meaning of a word.	3.56	0.70	Often Use
8	The students make use of the grammatical structure of a sentence when guessing the meaning of a new word.	3.39	0.97	Moderately Use
9	The students look for any examples provided in the context when guessing the meaning of a new word.	4.10	0.65	Often Use
10	The students make use of the part of speech of a new word when guessing its meaning.	3.22	0.88	Moderately Use
11	The students check their guessed meaning against the immediate context to see if it fits in.	3.55	0.81	Often Use
12	The students analyze the word structure (prefix, root, and suffix) when guessing the meaning of a word.	4.34	0.59	Often Use

N = 130

In Table 4.9, it showed that the strategy "The students make use of their common sense and knowledge of the world when guessing the meaning of a word" (mean = 4.51) was very often used. The strategies "The students look for other words or expressions in the passage that support their guess about the meaning of a new word" (mean = 4.42), "The students make use of the logical development in the context (e.g., cause and effect) when guessing the meaning of a word" (mean = 4.38), "The students make use of their knowledge of the topic when guessing the meaning of a word" (mean = 4.38), "The students analyze the word structure (prefix, root, and suffix) when guessing the meaning of a word" (mean = 4.34), "The students use alternative cues and try again if they fail to guess the meaning of a word" (mean = 4.26), "The students look for

any examples provided in the context when guessing the meaning of a new word" (mean = 4.10), "The students look for any definitions or paraphrases in the passage that support their guess about the meaning of a word" (mean = 3.56), "The students check their guessed meaning against the immediate context to see if it fits in" (mean = 3.55) were often used. They moderately used these strategies "The students make use of the grammatical structure of a sentence when guessing the meaning of a new word" (mean = 3.39), "The students check their guessed meaning against the wider context to see if it fits in" (mean = 3.28), and "The students make use of the part of speech of a new word when guessing its meaning" (mean = 3.22).

The second of the strategies was dictionary strategies which the results of the analysis could be seen in Table 4.10.

Table 4.10 Mean Ratings of the English Vocabulary Learning Strategies the Students
Employ to Learn English Vocabulary, Most Particularly in Dictionary Strategies

Items	Behavior of Dictionary Strategies	$\bar{x}$	S.D.	Ranges
13	When the students see an unfamiliar word again and again, they look it up.	3.95	0.70	Often Use
14	When the students want to confirm their guess about a word, they look it up.	3.72	0.71	Often Use
15	When not knowing a word prevents the students from understanding a whole sentence or even a whole paragraph, they look it up.	4.32	0.61	Often Use
16	The students look up words that are crucial to the understanding of the sentence or paragraph in which it appears.	3.11	0.88	Moderately Use
17	The students pay attention to the examples of use when they look up a word in a dictionary.	3.48	0.81	Moderately Use

Table 4.10 (continued)

Items	Behavior of Dictionary Strategies	x̄	S.D.	Ranges
18	The students look for phrases or set expressions that go with the word they look up.	4.12	0.66	Often Use
19	The students consult a dictionary to find out about the subtle differences in the meanings of English words.	4.31	0.65	Often Use
20	When the students want to know more about a word that they already have some knowledge of, they look it up.	3.10	0.88	Moderately Use
21	When the students don't know the usage of a word, they already have some knowledge of, they look it up.	4.35	0.61	Often Use
22	The students make a note when they want to help themselves distinguish between the meanings of two or more words.	4.63	0.53	Very Often Use
23	When looking up a word in the dictionary, the students read sample sentences illustrating various meanings of the word.	3.82	0.66	Often Use
24	When the students get interested in another new word in the definitions of the word they look up, they look up this word as well.	4.43	0.60	Often Use
25	If the new word is inflected, you remove the inflections to recover the form to look up (e.g., for created, look for create).	4.54	0.52	Very Often Use
26	It the new word the students try to look up seems to have a prefix or suffix, they will try the entry for the stem.	4.51	0.55	Very Often Use

Table 4.10 (continued)

Items	Behavior of Dictionary Strategies	x̄	S.D.	Ranges
27	If the unknown appears to be an irregularly inflected form or a spelling variant, the students will scan nearby entries.	4.60	0.55	Very Often Use
28	If there are multiple senses or homographic entries, the students use various information (e.g., part of speech, pronunciation, style, collocation, meaning, etc.) to reduce them by elimination.	3.51	0.71	Often Use
29	The students try to integrate dictionary definitions into the context where the unknown was met and arrive at a contextual meaning by adjusting for complementation and collocation, part of speech and breadth of meaning.	4.12	0.68	Often Use

N = 130

Table 4.10 showed the English vocabulary learning strategies the second year students employed to learn English vocabulary particularly was dictionary strategies. The students very often used the strategies "The students make a note when they want to help themselves distinguish between the meanings of two or more words" (mean = 4.63), "If the unknown appears to be an irregularly inflected form or a spelling variant, the students will scan nearby entries" (mean = 4.60), "If the new word is inflected, the students remove the inflections to recover the form to look up (e.g., for created, look for create)" (mean = 4.54), and "It the new word the students try to look up seems to have a prefix or suffix, they will try the entry for the stem" (mean = 4.51). On the other hand, they moderately use the strategies "The students look up words that are crucial to the understanding of the sentence or paragraph in which it appears" (mean = 3.11), and "When the students want to know more about a word that they already have some knowledge of, they look it up" (mean = 3.10).

The third of the strategies was note-taking strategies which the results of the analysis could be seen in Table 4.11.

Table 4.11 Mean Ratings of the English Vocabulary Learning Strategies the Students
Employ to Learn English Vocabulary, Most Particularly in Note-Taking
Strategies

Items	Behavior of Note-Taking Strategies	$\bar{x}$	S.D.	Ranges
30	The students make a note of the meaning of a new word when they think the word they are looking up is commonly used.	4.36	0.57	Often Use
31	The students make a note when they think the word they are looking up is relevant to their personal interest.	2.99	0.74	Moderately Use
32	The students put synonyms or antonyms together in their notebook.	3.05	0.99	Moderately Use
33	The students write down the English synonym (s) or explanations of the word they look up.	4.01	0.70	Often Use
34	The students write down both the Thai equivalent and the English synonyms of the word they look up.	2.92	0.81	Moderately Use
35	The students make a note when they see a useful expression or phrase.	4.32	0.66	Often Use
36	The students take down the collocations of the word they look up.	4.41	0.61	Often Use
37	The students take down the grammatical information about a word when they look it up.	3.55	0.98	Often Use

Table 4.11 (continued)

Items	Behavior of Note-Taking Strategies	x̄	S.D.	Ranges
38	The students note down examples showing the usage of the word they look up.	4.44	0.56	Often Use

N = 130

As it can be seen in Table 4.11, the strategies "The students note down examples showing the usage of the word they look up" (mean = 4.44), "The students take down the collocations of the word they look up" (mean = 4.41), "The students make a note of the meaning of a new word when they think the word they are looking up is commonly used" (mean = 4.36), "The students make a note when they see a useful expression or phrase" (mean = 4.32), and "The students take down the grammatical information about a word when they look it up" (mean = 3.55) are often used in their vocabulary learning. The students often use the strategy "The students write down the English synonym (s) or explanations of the word they look up" (mean = 4.01). For the strategies "The students put synonyms or antonyms together in their notebook" (mean = 3.05), "The students make a note when they think the word they are looking up is relevant to their personal interest" (mean = 2.99), and "The students write down both the Thai equivalent and the English synonyms of the word they look up" (mean = 2.92), the students moderately used them.

The fourth of the strategies was rehearsal strategies which the results of the analysis could be seen in Table 4.12.

Table 4.12 Mean Ratings of the English Vocabulary Learning Strategies the Students Employ to Learn English Vocabulary, Most Particularly in Rehearsal Strategies

Items	Behavior of Rehearsal Strategies	x̄	S.D.	Ranges
39	The students make vocabulary lists of new words that they meet.	4.32	0.62	Often Use

Table 4.12 (continued)

Items	Behavior of Rehearsal Strategies	x̄	S.D.	Ranges
40	The students write the new words on one side of a card and their explanations on the other side.	4.38	0.68	Often Use
41	The students keep the vocabulary lists of new words that they make.	4.18	0.73	Often Use
42	The students go through their vocabulary list several times until they are sure that they do not have any words on that list that they still do not understand.	4.11	0.68	Often Use
43	The students make vocabulary cards and take them with them wherever they go.	4.36	0.60	Often Use
44	The students make regular and structure reviews of new words they have memorized.	4.38	0.60	Often Use
45	When the students try to remember a word, they repeat it aloud to themselves.	2.25	0.92	Rarely Use
46	Repeating the sound of a new word to themselves would be enough for the students to remember the word.	4.18	0.68	Often Use
47	When the students try to remember a word, they repeat its pronunciation on their mind.	4.32	0.61	Often Use
48	When the students try to remember a word, they write it repeatedly.	4.10	0.71	Often Use
49	The students memorize the spelling of a word letter by letter.	4.24	0.66	Often Use
50	The students write both the new words and their Thai equivalents repeatedly in order to remember them.	4.28	0.66	Often Use

N = 130

In Table 4.12, the students used these rehearsal strategies in the mean level of often use (4.49-3.50). They were the strategies "The students write the new words on one side of a card and their explanations on the other side" (mean = 4.38), "The students make regular and structure reviews of new words they have memorized" (mean = 4.38), "The students make vocabulary cards and take them with them wherever they go" (mean = 4.36), "When the students try to remember a word, they repeat its pronunciation on their mind" (mean = 4.32), "The students write both the new words and their Thai equivalents repeatedly in order to remember them" (mean = 4.28), "The students memorize the spelling of a word letter by letter (mean = 4.24), "Repeating the sound of a new word to themselves would be enough for the students to remember the word" (mean = 4.18), "The students go through their vocabulary list several times until they are sure that they do not have any words on that list that they still do not understand" (mean = 4.11), "When the students try to remember a word, they write it repeatedly" (mean = 4.10) respectively, while the strategy "When the students try to remember a word, they repeat it aloud to themselves" (mean = 2.25) was rarely used. This could be said that the students could memorize the words without speaking out loud.

The fifth of the strategies was encoding strategies which the results of the analysis could be seen in Table 4.13.

Table 4.13 Mean Ratings of the English Vocabulary Learning Strategies the Students
Employ to Learn English Vocabulary, Most Particularly in Encoding
Strategies

Items	Behavior of Encoding Strategies	$\bar{x}$	S.D.	Ranges
51	The students remember a group of new words that share a similar part in spelling.	4.18	0.71	Often Use
52	The students associate a group of new words that share a similar part in spelling with a known word that looks or sound similar to the shared part.	4.20	0.67	Often Use

Table 4.13 (continued)

Items	Behavior of Encoding Strategies	x̄	S.D.	Ranges
53	The students create a sentence in Thai when they link a new word to a known word.	4.35	0.62	Often Use
54	The students attach physical sensations to certain words (e.g., stinking) when they try to remember them.	4.19	0.68	Often Use
55	The students act out a word in order to remember it better.	4.33	0.66	Often Use
56	The students crate a mental image of the new word to help them remember it.	4.20	0.66	Often Use
57	The students associate one or more letters in a word with the word meaning to help them remember it (look has two "eyes" in the middle).	4.35	0.62	Often Use
58	The students create mental images of association when they link a new word to a known word.	4.34	0.59	Often Use
59	The students visualize the new word to help them remember it.	4.34	0.61	Often Use
60	The students associate a new word to a known English word that looks similar.	4.21	0.64	Often Use
61	The students remember the spelling of a word by breaking it into several visual parts.	4.35	0.58	Often Use
62	The students remember together words that sound similar.	4.48	0.53	Often Use
63	The students remember together words that are spelled similarly.	4.40	0.59	Often Use
64	The students associate a new word with a known English word that sounds similar.	4.30	0.61	Often Use

Table 4.13 (continued)

Items	Behavior of Encoding Strategies	$\bar{x}$	S.D.	Ranges
65	The students analyze words in terms of prefixes, stems, and suffixes.	4.24	0.62	Often Use
66	The students deliberately study word-formation rules in order to remember more words.	1.97	0.95	Rarely Use
67	The students memorize the commonly used stems and prefixes.	2.43	0.91	Moderately Use
68	The students try to create semantic networks in their mind and remember words in meaningful groups.	4.22	0.66	Often Use
69	When the students meet a new word, they search in their memory and see if they have any synonyms and antonyms in their vocabulary stock.	2.30	0.97	Rarely Use
70	The students group words into categories (e.g., animals, utensils, vegetables, etc.).	2.28	0.88	Rarely Use
71	When the students try to remember a word, they remember the sentence in which the word is used.	4.21	0.59	Often Use
72	The students deliberately read books in their areas of interest so that they can find out and remember the special terminology that they know in Thai.	4.25	0.62	Often Use
73	The students remember the new word together with the context where the new word occurs.	4.12	0.74	Often Use

Table 4.13 (continued)

Items	Behavior of Encoding Strategies	$\bar{x}$	S.D.	Ranges
74	The students learn words better when I put them in context (e.g., phrases, sentences, etc.).	4.20	0.65	Often Use

N = 130

In table 4.13, the use of the rehearsal strategies was at the often use mean level (4.49-3.50). The strategy "The students remember together words that sound similar" (mean = 4.48) was the highest level while there were five strategies the students rarely used. They were the strategies "The students memorize the commonly used stems and prefixes" (mean = 2.43), "When the students meet a new word, they search in their memory and see if they have any synonyms and antonyms in their vocabulary stock" (mean = 2.30), "The students group words into categories (e.g., animals, utensils, vegetables, etc.)" (mean = 2.28), and "The students deliberately study word-formation rules in order to remember more words" (mean = 1.97). which were not rarely used. These could be seen that the students were not familiar with these strategies and they used simple ways to remember the words.

The sixth of the strategies was activation strategies which the results of the analysis could be seen in Table 4.14.

Table 4.14 Mean Ratings of the English Vocabulary Learning Strategies the Students
Employ to Learn English Vocabulary, Most Particularly in Activation
Strategies

Items	Behavior of Activation Strategies	$\bar{x}$	S.D.	Ranges
75	The students try to read as much as possible so that they can make use of the words they tried to remember.	4.26	0.67	Often Use
76	The students make up their own sentences using the words they just learned.	4.38	0.61	Often Use

Table 4.14 (continued)

Items	Behavior of Activation Strategies	$\bar{x}$	S.D.	Ranges
77	The students try to use the newly learned words as much as possible in speech and writing.	4.51	0.63	Very Often Use
78	The students try to use newly learned words in real situations.	3.28	0.90	Moderately Use
79	The students try to use newly learned words in imaginary situations in their mind.	4.31	0.62	Often Use

N = 130

For these activation strategies as seen in Table 4.14, the students used the strategy "The students try to use the newly learned words as much as possible in speech and writing" (mean = 4.51) at the highest level. The strategies "The students make up their own sentences using the words they just learned" (mean =4.38), "The students try to use newly learned words in imaginary situations in their mind" (mean = 4.31), "The students try to read as much as possible so that they can make use of the words they tried to remember" (mean = 4.26) were often used. And the students use the strategy "The students try to use newly learned words in real situations" (mean = 3.28) moderately. This could be quite new way for the students to try.

4.4 Research Question Two

Is there any difference of the English vocabulary learning strategies that first and second year English major students employ to learn English vocabulary?

The semi-structured interview and the questionnaire are designed in order to identify the difference of the English vocabulary learning strategies that first and second year English major students employ to learn English vocabulary.

The data from the semi-structured interview is combined and analyzed. And the data from the questionnaire is rated and a mean score derived from this scale is interpreted in the following ranges.

Criteria for students' English vocabulary learning strategies are:

Very often use	=	5
Often use	=	4
Moderately use	=	3
Rarely use	=	2
Not use	=	1

Mean scores derived from this scale are then defined on the following ranges:

Very often use	=	5.00-4.50
Often use	=	4.49-3.50
Moderately use	=	3.49-2.50
Rarely use	=	2.49-1.50
Not use	=	1.49-1.00

The data obtained are analyzed, calculated, and the results are presented in the table below.

4.5 Finding Two

The difference of the English vocabulary learning strategies that first and second year English major students employ to learn English vocabulary

The difference of the English vocabulary learning strategies the first and second year English major students employ to learn English vocabulary is presented in the Table 16.

The first of the strategies is guessing strategies which the results of the analysis can be compared in Table 4.15.

Table 4.15 The Comparison between the First and Second Year English Major Students
         Using English Vocabulary Learning Strategies for Learning English
         Vocabulary, Guessing Strategies

Items	Behavior of Guessing Strategies	First Year			Second Year		
		$\bar{x}$	S.D.	Ranges	$\bar{x}$	S.D.	Ranges
1	The students use alternative cues and try again if they fail to guess the meaning of a word.	4.30	0.68	Often Use	4.26	0.68	Often Use
2	The students make use of the logical development in the context (e.g., cause and effect) when guessing the meaning of a word.	4.43	0.59	Often Use	4.38	0.61	Often Use
3	The students make use of their common sense and knowledge of the world when guessing the meaning of a word.	4.50	0.65	Very Often Use	4.51	0.64	Very Often Use
4	The students check their guessed meaning against the wider context to see if it fits in.	3.12	0.81	Moderately Use	3.28	0.91	Moderately Use
5	The students make use of their knowledge of the topic when guessing the meaning of a word.	4.37	0.60	Often Use	4.38	0.59	Often Use
6	The students look for other words or expressions in the passage that support their guess about the meaning of a new word.	4.42	0.59	Often Use	4.42	0.58	Often Use

Table 4.15 (continued)

Items	Behavior of Guessing Strategies	First Year			Second Year		
		$\bar{x}$	S.D.	Ranges	$\bar{x}$	S.D.	Ranges
7	The students look for any definitions or paraphrases in the passage that support their guess about the meaning of a word.	3.50	0.69	Often Use	3.56	0.70	Often Use
8	The students make use of the grammatical structure of a sentence when guessing the meaning of a new word.	3.27	0.95	Moderately Use	3.39	0.97	Moderately Use
9	The students look for any examples provided in the context when guessing the meaning of a new word.	4.08	0.65	Often Use	4.10	0.65	Often Use
10	The students make use of the part of speech of a new word when guessing its meaning.	3.04	0.75	Moderately Use	3.22	0.88	Moderately Use
11	The students check their guessed meaning against the immediate context to see if it fits in.	3.48	0.81	Moderately Use	3.55	0.81	Often Use
12	The students analyze the word structure (prefix, root, and suffix) when guessing the meaning of a word.	4.30	0.59	Often Use	4.34	0.59	Often Use

N = 115, n = 130

From Table 4.15, it could be observed that the students often employed the strategy "The students make use of their common sense and knowledge of the world when guessing the meaning of a word" (mean = 4.50, 4.51) for their vocabulary learning. Next, they often used these strategies: "The students make use of the logical development in the context (e.g., cause and effect) when guessing the meaning of a word" (mean = 4.43, 4.38), "The students look for other words or expressions in the passage that support their guess about the meaning of a new word" (mean = 4.42, 4.42), "The students make use of their knowledge of the topic when guessing the meaning of a word" (mean = 4.37, 4.38), "The students use alternative cues and try again if they fail to guess the meaning of a word" (mean = 4.30, 4.26), "The students analyze the word structure (prefix, root, and suffix) when guessing the meaning of a word" (mean = 4.30, 4.34), "The students look for any examples provided in the context when guessing the meaning of a new word" (mean = 4.08, 4.10), and "The students look for any definitions or paraphrases in the passage that support their guess about the meaning of a word" (mean = 3.50, 3.56). They both moderately use these three strategies: "The students make use of the grammatical structure of a sentence when guessing the meaning of a new word" (mean = 3.27, 3.39), "The students check their guessed meaning against the wider context to see if it fits in" (mean = 3.12, 3.28), and "The students make use of the part of speech of a new word when guessing its meaning" (mean = 3.04, 3.22). For the strategy "The students check their guessed meaning against the immediate context to see if it fits in" (mean = 3.48, 3.55), the first year students moderately used it, but the second year students often used it.

The second of the strategies was dictionary strategies which the results of the analysis could be compared in Table 4.16.

Table 4.16 The Comparison between the First and Second Year English Major Students
Using English Vocabulary Learning Strategies for Learning English
Vocabulary, Dictionary Strategies

Items	Behavior of Dictionary Strategies	First Year			Second Year		
		$\bar{x}$	S.D.	Ranges	$\bar{x}$	S.D.	Ranges
13	When the students see an unfamiliar word again and again, they look it up.	4.10	0.69	Often Use	3.95	0.70	Often Use
14	When the students want to confirm their guess about a word, they look it up.	3.38	0.63	Moderately Use	3.72	0.71	Moderately Use
15	When not knowing a word prevents the students from understanding a whole sentence or even a whole paragraph, they look it up.	4.58	0.56	Very Often Use	4.32	0.61	Often Use
16	The students look up words that are crucial to the understanding of the sentence or paragraph in which it appears.	4.57	0.51	Very Often Use	3.11	0.88	Moderately Use
17	The students pay attention to the examples of use when they look up a word in a dictionary.	4.57	0.52	Very Often Use	3.48	0.81	Moderately Use
18	The students look for phrases or set expressions that go with the word they look up.	4.41	0.61	Often Use	4.12	0.66	Often Use
19	The students consult a dictionary to find out about the subtle differences in the meanings of English words.	3.86	0.62	Often Use	4.31	0.65	Often Use

Table 4.16 (continued)

Items	Behavior of Dictionary Strategies	First Year			Second Year		
		$\bar{x}$	S.D.	Ranges	$\bar{x}$	S.D.	Ranges
20	When the students want to know more about a word that they already have some knowledge of, they look it up.	4.62	0.54	Very Often Use	3.10	0.88	Moderately Use
21	When the students don't know the usage of a word, they already have some knowledge of, they look it up.	4.33	0.60	Often Use	4.35	0.61	Often Use
22	The students make a note when they want to help themselves distinguish between the meanings of two or more words.	2.97	0.82	Moderately Use	4.63	0.53	Very Often Use
23	When looking up a word in the dictionary, the students read sample sentences illustrating various meanings of the word.	4.28	0.66	Often Use	3.82	0.66	Often Use
24	When the students get interested in another new word in the definitions of the word they look up, they look up this word as well.	4.03	0.65	Often Use	4.43	0.60	Often Use
25	If the new word is inflected, the students remove the inflections to recover the form to look up (e.g., for created, look for create).	3.43	0.81	Moderately Use	4.54	0.52	Very Often Use

Table 4.16 (continued)

Items	Behavior of Dictionary Strategies	First Year			Second Year		
		$\bar{x}$	S.D.	Ranges	$\bar{x}$	S.D.	Ranges
26	It the new word the students try to look up seems to have a prefix or suffix, they will try the entry for the stem.	2.93	0.75	Moderately Use	4.51	0.55	Very Often Use
27	If the unknown appears to be an irregularly inflected form or a spelling variant, the students will scan nearby entries.	4.28	0.62	Often Use	4.60	0.55	Very Often Use
28	If there are multiple senses or homographic entries, the students use various information (e.g., part of speech, pronunciation, style, collocation, meaning, etc.) to reduce them by elimination.	3.70	0.72	Often Use	3.51	0.71	Often Use
29	The students try to integrate dictionary definitions into the context where the unknown was met and arrive at a contextual meaning by adjusting for complementation and collocation, part of speech and breadth of meaning.	3.90	0.70	Often Use	4.12	0.68	Often Use

N = 115, n = 130

Table 4.16 presented the comparison between the first and second year English major students using dictionary strategies. For the first year students, they very often employed the

strategies "When the students want to know more about a word that they already have some knowledge of, they look it up" (mean = 4.62), "When not knowing a word prevents the students from understanding a whole sentence or even a whole paragraph, they look it up" (mean = 4.58), "The students look up words that are crucial to the understanding of the sentence or paragraph in which it appears" (mean = 4.57), and "The students pay attention to the examples of use when they look up a word in a dictionary" (mean = 4.57), while the second year English major students used the strategies "The students make a note when they want to help themselves distinguish between the meanings of two or more words" (mean = 4.63), "If the unknown appears to be an irregularly inflected form or a spelling variant, the students will scan nearby entries" (mean = 4.60), "If the new word is inflected, the students remove the inflections to recover the form to look up (e.g., for created, look for create)" (mean = 4.54), and "It the new word the students try to look up seems to have a prefix or suffix, they will try the entry for the stem" (mean = 4.51). The first year students moderately used the strategies "When the students want to confirm their guess about a word, they look it up" (mean = 3.38), "The students make a note when they want to help themselves distinguish between the meanings of two or more words" (mean = 2.97), "It the new word the students try to look up seems to have a prefix or suffix, they will try the entry for the stem" (mean = 2.93), while the second year English major students used the strategies "The students look up words that are crucial to the understanding of the sentence or paragraph in which it appears" (mean = 3.11), and "When the students want to know more about a word that they already have some knowledge of, they look it up" (mean = 3.10).

The third of the strategies was note-taking strategies which the results of the analysis could be compared in Table 4.17.

Table 4.17 The Comparison between the First and Second Year English Major Students
Using English Vocabulary Learning Strategies for Learning English
Vocabulary, Note-Taking Strategies

Items	Behavior of Note-Taking Strategies	First Year			Second Year		
		$\bar{x}$	S.D.	Ranges	$\bar{x}$	S.D.	Ranges
30	The students make a note of the meaning of a new word when they think the word they are looking up is commonly used.	2.88	0.89	Moderately Use	4.36	0.57	Often Use
31	The students make a note when they think the word they are looking up is relevant to their personal interest.	4.29	0.67	Often Use	2.99	0.74	Moderately Use
32	The students put synonyms or antonyms together in their notebook.	2.78	0.71	Moderately Use	3.05	0.99	Moderately Use
33	The students write down the English synonym (s) or explanations of the word they look up.	4.32	0.57	Often Use	4.01	0.70	Often Use
34	The students write down both the Thai equivalent and the English synonyms of the word they look up.	4.42	0.61	Often Use	2.92	0.81	Moderately Use
35	The students make a note when they see a useful expression or phrase.	4.43	0.56	Often Use	4.32	0.66	Often Use
36	The students take down the collocations of the word they look up.	3.45	0.97	Moderately Use	4.41	0.61	Often Use

Table 4.17 (continued)

Items	Behavior of Note-Taking Strategies	First Year			Second Year		
		$\bar{x}$	S.D.	Ranges	$\bar{x}$	S.D.	Ranges
37	The students take down the grammatical information about a word when they look it up.	2.94	0.74	Moderately Use	3.55	0.98	Often Use
38	The students note down examples showing the usage of the word they look up.	4.03	0.69	Often Use	4.44	0.56	Often Use

N = 115, n = 130

As seen in Table 4.17, the first year English major students often used the strategies "The students make a note when they see a useful expression or phrase" (mean =4.43), "The students write down both the Thai equivalent and the English synonyms of the word they look up" (mean = 4.42), "The students write down the English synonym (s) or explanations of the word they look up" (mean = 4.32), "The students make a note when they think the word they are looking up is relevant to their personal interest" (mean = 4.29), "The students note down examples showing the usage of the word they look up" (mean = 4.03), while the second year English major students often employed the strategies "The students note down examples showing the usage of the word they look up" (mean = 4.44), "The students take down the collocations of the word they look up" (mean = 4.41), "The students make a note of the meaning of a new word when they think the word they are looking up is commonly used" (mean = 4.36), "The students make a note when they see a useful expression or phrase" (mean = 4.32), "The students write down the English synonym (s) or explanations of the word they look up" (mean = 4.01), and "The students take down the grammatical information about a word when they look it up" (mean = 3.55). For the mean level of moderately use, the first year English major students use the strategies "The students take down the collocations of the word they look up" (mean = 3.45), "The students take down the grammatical information about a word when they look it up" (mean = 2.94), "The students make a note of the meaning of a new word when they think the word they are looking up is commonly used" (mean = 2.88), and "The students put synonyms or

antonyms together in their notebook" (mean = 2.78), while the second year English major students use these strategies at the moderate level: "The students put synonyms or antonyms together in their notebook" (mean = 3.05), "The students make a note when they think the word they are looking up is relevant to their personal interest" (mean = 2.99), and "The students write down both the Thai equivalent and the English synonyms of the word they look up" (mean = 2.92).

The fourth of the strategies was rehearsal strategies which the results of the analysis could be compared in Table 4.18.

Table 4.18 The Comparison between the First and Second Year English Major Students Using English Vocabulary Learning Strategies for Learning English Vocabulary, Rehearsal Strategies

Items	Behavior of Rehearsal Strategies	First Year			Second Year		
		$\bar{x}$	S.D.	Ranges	$\bar{x}$	S.D.	Ranges
39	The students make vocabulary lists of new words that they meet.	2.22	0.70	Rarely Use	4.32	0.62	Often Use
40	The students write the new words on one side of a card and their explanations on the other side.	2.05	0.67	Rarely Use	4.38	0.68	Often Use
41	The students keep the vocabulary lists of new words that they make.	2.11	0.70	Rarely Use	4.18	0.73	Often Use
42	The students go through their vocabulary list several times until they are sure that they do not have any words on that list that they still do not understand.	1.74	0.69	Rarely Use	4.11	0.68	Often Use

Table 4.18 (continued)

Items	Behavior of Rehearsal Strategies	First Year			Second Year		
		$\bar{x}$	S.D.	Ranges	$\bar{x}$	S.D.	Ranges
43	The students make vocabulary cards and take them with them wherever they go.	2.08	0.81	Rarely Use	4.36	0.60	Often Use
44	The students make regular and structure reviews of new words they have memorized.	1.91	0.79	Rarely Use	4.38	0.60	Often Use
45	When the students try to remember a word, they repeat it aloud to themselves.	2.10	0.83	Rarely Use	2.25	0.92	Rarely Use
46	Repeating the sound of a new word to themselves would be enough for the students to remember the word.	4.03	0.69	Often Use	4.18	0.68	Often Use
47	When the students try to remember a word, they repeat its pronunciation on their mind.	4.14	0.72	Often Use	4.32	0.61	Often Use
48	When the students try to remember a word, they write it repeatedly.	4.36	0.62	Often Use	4.10	0.71	Often Use
49	The students memorize the spelling of a word letter by letter.	3.67	1.30	Often Use	4.24	0.66	Often Use
50	The students write both the new words and their Thai equivalents repeatedly in order to remember them.	3.05	1.01	Moderately Use	4.28	0.66	Often Use

N = 115, n = 130

The rehearsal strategies were presented in Table 4.16. The first year English major students often used the strategies "When the students try to remember a word, they write it repeatedly" (mean = 4.36), "When the students try to remember a word, they repeat its pronunciation on their mind" (mean = 4.14), "Repeating the sound of a new word to themselves would be enough for the students to remember the word" (mean = 4.03), and "The students memorize the spelling of a word letter by letter" (mean = 3.67), while the second year English major students often used the strategies "The students write the new words on one side of a card and their explanations on the other side" (mean = 4.38), "The students make regular and structure reviews of new words they have memorized" (mean = 4.38), "The students make vocabulary cards and take them with them wherever they go" (mean = 4.36), "The students make vocabulary lists of new words that they meet" (mean = 4.32), "When the students try to remember a word, they repeat its pronunciation on their mind" (mean = 4.32), "The students write both the new words and their Thai equivalents repeatedly in order to remember them" (mean = 4.28), "The students memorize the spelling of a word letter by letter" (mean = 4.24), "The students keep the vocabulary lists of new words that they make" (mean = 4.18), "Repeating the sound of a new word to themselves would be enough for the students to remember the word" (mean = 4.18), "The students go through their vocabulary list several times until they are sure that they do not have any words on that list that they still do not understand" (mean = 4.11), and "When the students try to remember a word, they write it repeatedly" (mean = 4.10). For these rehearsal strategies, the first year English major students rarely use the strategies "The students make vocabulary lists of new words that they meet" (mean = 2.22), "The students keep the vocabulary lists of new words that they make" (mean = 2.11), "When the students try to remember a word, they repeat it aloud to themselves" (mean = 2.10), "The students make vocabulary cards and take them with them wherever they go" (mean = 2.08), "The students write the new words on one side of a card and their explanations on the other side" (mean = 2.05), "The students make regular and structure reviews of new words they have memorized" (mean = 1.91), and "The students go through their vocabulary list several times until they are sure that they do not have any words on that list that they still do not understand" (mean = 1.74), while the second year English major students rarely use the strategy "When the students try to remember a word, they repeat it aloud to themselves" (mean = 2.25).

The fifth of the strategies was encoding strategies which the results of the analysis could be compared in Table 4.19.

Table 4.19 The Comparison between the First and Second Year English Major Students
Using English Vocabulary Learning Strategies for Learning English
Vocabulary, Encoding Strategies

Items	Behavior of Encoding Strategies	First Year			Second Year		
		$\bar{x}$	S.D.	Ranges	$\bar{x}$	S.D.	Ranges
51	The students remember a group of new words that share a similar part in spelling.	4.06	0.75	Often Use	4.18	0.71	Often Use
52	The students associate a group of new words that share a similar part in spelling with a known word that looks or sound similar to the shared part.	4.30	0.62	Often Use	4.20	0.67	Often Use
53	The students create a sentence in Thai when they link a new word to a known word.	4.31	0.65	Often Use	4.35	0.62	Often Use
54	The students attach physical sensations to certain words (e.g., stinking) when they try to remember them.	4.13	0.74	Often Use	4.19	0.68	Often Use
55	The students act out a word in order to remember it better.	4.33	0.60	Often Use	4.33	0.66	Often Use
56	The students crate a mental image of the new word to help them remember it.	4.20	0.66	Often Use	4.20	0.66	Often Use

Table 4.19 (continued)

Items	Behavior of Encoding Strategies	First Year			Second Year		
		$\bar{x}$	S.D.	Ranges	$\bar{x}$	S.D.	Ranges
57	The students associate one or more letters in a word with the word meaning to help them remember it (look has two "eyes" in the middle).	4.35	0.62	Often Use	4.35	0.62	Often Use
58	The students create mental images of association when they link a new word to a known word.	4.32	0.61	Often Use	4.34	0.59	Often Use
59	The students visualize the new word to help them remember it.	4.30	0.67	Often Use	4.34	0.61	Often Use
60	The students associate a new word to a known English word that looks similar.	4.37	0.59	Often Use	4.21	0.64	Often Use
61	The students remember the spelling of a word by breaking it into several visual parts.	4.12	0.67	Often Use	4.35	0.58	Often Use
62	The students remember together words that sound similar.	4.16	0.66	Often Use	4.48	0.53	Often Use
63	The students remember together words that are spelled similarly.	4.32	0.63	Often Use	4.40	0.59	Often Use
64	The students associate a new word with a known English word that sounds similar.	4.33	0.70	Often Use	4.30	0.61	
65	The students analyze words in terms of prefixes, stems, and suffixes.	4.08	0.69	Often Use	4.24	0.62	

Table 4.19 (continued)

Items	Behavior of Encoding Strategies	First Year			Second Year		
		$\bar{x}$	S.D.	Ranges	$\bar{x}$	S.D.	Ranges
66	The students deliberately study word-formation rules in order to remember more words.	4.28	0.67	Often Use	1.97	0.95	Rarely Use
67	The students memorize the commonly used stems and prefixes.	4.18	0.68	Often Use	2.43	0.91	Rarely Use
68	The students try to create semantic networks in their mind and remember words in meaningful groups.	4.17	0.69	Often Use	4.22	0.66	Often Use
69	When the students meet a new word, they search in their memory and see if they have any synonyms and antonyms in their vocabulary stock.	4.16	0.67	Often Use	2.30	0.97	Rarely Use
70	The students group words into categories (e.g., animals, utensils, vegetables, etc.).	4.17	0.64	Often Use	2.28	0.88	Rarely Use
71	When the students try to remember a word, they remember the sentence in which the word is used.	4.36	0.61	Often Use	4.21	0.59	Often Use

Table 4.19 (continued)

Items	Behavior of Encoding Strategies	First Year			Second Year		
		$\bar{x}$	S.D.	Ranges	$\bar{x}$	S.D.	Ranges
72	The students deliberately read books in their areas of interest so that they can find out and remember the special terminology that they know in Thai.	4.45	0.53	Often Use	4.25	0.62	Often Use
73	The students remember the new word together with the context where the new word occurs.	4.37	0.60	Often Use	4.12	0.74	Often Use
74	The students learn words better when I put them in context (e.g., phrases, sentences, etc.).	4.38	0.60	Often Use	4.20	0.65	Often Use

N = 115, n = 130

The encoding strategies the first and second year English major students were compared in Table 4.19. The first year English major students used the encoding strategies at the often use mean level (4.49-3.50). The strategy "The students deliberately read books in their areas of interest so that they can find out and remember the special terminology that they know in Thai" (mean = 4.45) was at the high level, and the second year English major students used the encoding strategies at the often use mean level (4.49-3.50) except the strategies "The students memorize the commonly used stems and prefixes" (mean = 2.43), "When the students meet a new word, they search in their memory and see if they have any synonyms and antonyms in their vocabulary stock" (mean = 2.30), "The students group words into categories (e.g., animals, utensils, vegetables, etc.)" (mean = 2.28), and "The students deliberately study word-formation rules in order to remember more words" (mean = 1.97).

The sixth of the strategies was activation strategies which the results of the analysis could be compared in Table 4.20.

Table 4.20 The Comparison between the First and Second Year English Major Students Using English Vocabulary Learning Strategies for Learning English Vocabulary, Activation Strategies

Items	Behavior of Activation Strategies	First Year			Second Year		
		$\bar{x}$	S.D.	Ranges	$\bar{x}$	S.D.	Ranges
75	The students try to read as much as possible so that they can make use of the words they tried to remember.	4.25	0.61	Often Use	4.26	0.67	Often Use
76	The students make up their own sentences using the words they just learned.	4.23	0.63	Often Use	4.38	0.61	Often Use
77	The students try to use the newly learned words as much as possible in speech and writing.	4.21	0.68	Often Use	4.51	0.63	Very Often Use
78	The students try to use newly learned words in real situations.	4.20	0.60	Often Use	3.28	0.90	Moderately Use
79	The students try to use newly learned words in imaginary situations in their mind.	4.36	0.57	Often Use	4.31	0.62	Often Use

N = 115, n = 130

From Table 4.20, it could be said that the first year English major students used all the activation strategies in the often use mean level. The highest level was the strategy "The students try to use newly learned words in imaginary situations in their mind" (mean = 4.36), "The students try to read as much as possible so that they can make use of the words they tried to remember" (mean = 4.25), "The students make up their own sentences using the words they

just learned" (mean = 4.23), "The students try to use the newly learned words as much as possible in speech and writing" (mean = 4.21), and "The students try to use newly learned words in real situations" (mean = 4.20) respectively. For the second year English major students, they very often used the strategy "The students try to use the newly learned words as much as possible in speech and writing" (mean = 4.51). They also often used the strategies "The students make up their own sentences using the words they just learned" (mean = 4.38), "The students try to use newly learned words in imaginary situations in their mind" (mean = 4.31), and "The students try to read as much as possible so that they can make use of the words they tried to remember" (mean = 4.26). They moderately used the strategy "The students try to use newly learned words in real situations" (mean = 3.28).

According to the findings identifying the English vocabulary learning strategies the first and second year English major students employed for their vocabulary learning, this table presented the overall picture of the six strategies they used for their vocabulary learning.

Table 4.21 A Mean Rating for Six Vocabulary Learning Strategies Employed by First and Second Year English Major Students

Items	Vocabulary Learning Strategies	First Year Students			Second Year Students		
		$\bar{x}$	S.D.	Ranges	$\bar{x}$	S.D.	Ranges
1	Guessing Strategies	3.90	0.57	Often Use	3.94	0.50	Often Use
2	Dictionary Strategies	3.99	0.55	Often Use	4.03	0.50	Often Use
3	Note-Taking Strategies	3.72	0.71	Often Use	3.78	0.65	Often Use
4	Rehearsal Strategies	2.78	0.99	Moderately Use	4.09	0.58	Often Use
5	Encoding Strategies	4.25	0.10	Often Use	3.93	0.77	Often Use
6	Activation Strategies	4.25	0.06	Often Use	4.14	0.49	Often Use

N = 115, n = 130

From Table 4.21, it could be observed that the first year English major students often used encoding and activation strategies as a high mean level (mean = 4.25), dictionary strategies

(mean = 3.99), guessing strategies (mean = 3.90), and note-taking strategies (mean = 3.72) respectively, while they moderately used rehearsal strategies (mean = 2.78). This could be said that the first year English major students are not familiar with these strategies. Moreover, they used their own strategies they were preferred since high school level. For the second year English major students, they often used all six strategies: activation strategies (mean = 4.14), rehearsal strategies (mean = 4.09), dictionary strategies (mean = 4.03), guessing strategies (mean = 3.94), encoding strategies (mean = 3.93), and note-taking strategies (mean = 3.78) respectively.

CHAPTER V

CONCLUSIONS, DISCUSSION, AND RECOMMENDATIONS

This chapter was consisted of four main parts. The first part described a summary of the study. The purposes, the research methodology, the research design, and the findings were presented. In the second part, the discussion of the findings was discussed. Then the conclusions drawn from the study were shown in the third part. Finally, the implications and recommendations, and recommendations for further research were offered in the fourth part.

5.1 Summary of the Study

The purpose of this study was to investigate the English vocabulary learning strategies employed by the first and second year English major students in the School of Liberal Arts, academic year 2006, semester 2 at Mae Fah Luang University. This study focused on the English vocabulary learning strategies according to Gu and Johnson's (1996) Taxonomy.

The participants used in this study were 115 first year and 130 second year English major students of the School of Liberal Arts in the academic year 2006 at Mae Fah Luang University. They were chosen and classified into two main groups: first and second year students with purposive random sampling method.

The instruments used were the semi-structured interview and the questionnaire. The semi-structured interview was designed in order to survey the English vocabulary learning strategies employed by the first and second English major students. Whilst, the questionnaire was designed based on the "Vocabulary Learning Questionnaire (VLQ Version 3)" of Gu and Johnson (1996). In the questionnaire, there were six important vocabulary learning strategies: 1) guessing strategies, 2) dictionary strategies, 3) note-taking strategies, 4) rehearsal strategies, 5) encoding strategies, and activation strategies.

The obtained data were analyzed by using the Statistical Package for the Social Sciences (SPSS for Windows 20). The results of the data analysis were presented in tables with statistical procedures with the explanation of the findings. Arithmetic mean ($\bar{x}$) and standard deviation (S.D.) of each item are used in order to provide the average levels for using vocabulary learning

strategies. Furthermore, t-test of the difference between two independent was employed to discover whether there is a significant difference between the first and the second year students with regard to their English vocabulary learning strategies.

5.2 Summary of the Findings

The results of the study can be summarized as follows:

5.2.1 Personal Information

The subjects of this research were categorized into two main groups: the former is for the semi-structured interview and the latter is for the questionnaire. For the semi-structured interview, there were 10 first year and 10 second year students. Whilst, for the questionnaire, 115 first year representing 95.8 percent of the target population and 130 second year students representing 91.5 percent of the target population were received in this study.

5.2.2 Overall Strategy Use for Six Categories of Strategies for First Year Students

From the data in the semi-structured interview asking the students' opinion about vocabulary learning and strategies, it was found that they concentrated that vocabulary was important for their learning. It also enhanced their understanding of the lessons and acted as a tool for learning English well. Apart from that, most of them expressed that they always used dictionary to learn vocabulary and find out their meanings, synonyms, and antonyms. This makes dictionary strategies popular for them.

With the aspect of the data from the questionnaire, it was noticed that the first year students often employed encoding and activation strategies for their vocabulary learning with a mean score 4.25, followed by dictionary strategies with a mean score of 3.99 and guessing strategies at 3.90. Meanwhile, they moderately used rehearsal strategies with the lowest mean score 2.78. The results can be broken down by each strategy item as follows:

5.2.2.1 Guessing Strategies

The findings showed that the students very often used their common sense and knowledge of the world when guessing the meaning of the word. They also often used logic development in the context, look for other words or expressions in the passage, use of their knowledge of the topic, use alternative cues and try again if they fail, analyze the word structure, look for any examples provided in the context, and look for any definitions or paraphrases in the passage that support their guess about the meaning of a word.

5.2.2.2 Dictionary Strategies

From this strategy, the students very often used the strategies "When the students want to know more about a word that they already have some knowledge of, they look it up", "When not knowing a word prevents the students from understanding a whole sentence or even a whole paragraph, they look it up", "The students look up words that are crucial to the understanding of the sentence or paragraph in which it appears", "The students pay attention to the examples of use when they look up a word in a dictionary".

5.2.2.3 Note-Taking Strategies

It was observed that the first year students often make a note when they see a useful expression or phrase, write down both the Thai equivalent and the English synonyms of the word they look up, write down the English synonym (s) or explanations of the word they look up, make a note when they think the word they are looking up is relevant to their personal interest, and note down examples showing the usage of the word they look up.

5.2.2.4 Rehearsal Strategies

From this strategy, there were only four items which were often used "When the students try to remember a word, they write it repeatedly", "When the students try to remember a word, they repeat its pronunciation on their mind", "Repeating the sound of a new word to themselves would be enough for the students to remember the word", and "The students memorize the spelling of a word letter by letter". Whilst, one item "the students write both the new words and their Thai equivalents repeatedly in order to remember them" was moderately used.

5.2.2.5 Encoding Strategies

For the encoding strategies, the first year students often used all the strategies. The highest item is the way that the students deliberately read books in their areas of interest so that they can find out and remember the special terminology that they know in Thai.

5.2.2.6 Activation Strategies

It was found that the first year students often used all activation strategies in vocabulary learning. They tried to use newly learned words in imaginary situations in their mind, read as much as possible so that they can make use of the words they tried to remember, make up their own sentences using the words they just learned, use the newly learned words as much as possible in speech and writing, and use newly learned words in real situations.

5.2.3 Overall Strategy Use for Six Categories of Strategies for Second Year Students

From the data in the semi-structured interview asking the students' opinion about vocabulary learning and strategies, it was found that they perceived themselves that vocabulary is one of the important factors to make them successful in learning. Vocabulary knowledge helps them to understand the lessons. In addition, it guides them more about parts of speech, sample of use, synonyms, antonyms, and pronunciation. For the strategies to be used in language learning was encoding, guessing, dictionary, and rehearsal strategies respectively.

For the questionnaire, it was found that six vocabulary learning strategies were often used. Activation strategies were in the highest level, while encoding strategies were in the lowest level. The findings were shown in the followings:

5.2.3.1 Guessing Strategies

The second year students very often make use of their common sense and knowledge of the world when guessing the meaning of a word. On the other hand, they often used most of the strategies as counted eight strategies. There were only three strategies they moderately used which were "The students make use of the grammatical structure of a sentence when guessing the meaning of a new word", "The students check their guessed meaning against the wider

context to see if it fits in", and "The students make use of the part of speech of a new word when guessing its meaning".

5.2.3.2 Dictionary Strategies

For dictionary strategies, they very often make a note when they want to help themselves distinguish between the meanings of two or more words. If the unknown appears to be an irregularly inflected form or a spelling variant, the students will scan nearby entries. If the new word is inflected, the students remove the inflections to recover the form to look up (e.g., for created, look for create). And if the new word the students try to look up seems to have a prefix or suffix, they will try the entry for the stem. On the other hand, they moderately used the strategies "The students look up words that are crucial to the understanding of the sentence or paragraph in which it appears", and "When the students want to know more about a word that they already have some knowledge of, they look it up".

5.2.3.3 Note-Taking Strategies

It was found that most of the second year students often note down examples showing the usage of the word they look up, take down the collocations of the word they look up, make a note of the meaning of a new word when they think the word they are looking up is commonly used, make a note when they see a useful expression or phrase, and take down the grammatical information about a word when they look it up.

5.2.3.4 Rehearsal Strategies

All of the rehearsal strategies were often used by the second year students except when they tried to remember a word, they repeat it aloud to themselves which was rarely used.

5.2.3.5 Encoding Strategies

According to the findings, the second year students were often used encoding strategies for their vocabulary learning. But there was one item they used moderately which was "The students memorize the commonly used stems and prefixes". Apart from that, there were three items they rarely used: "When the students meet a new word, they search in their memory and

see if they have any synonyms and antonyms in their vocabulary stock", "The students group words into categories (e.g., animals, utensils, vegetables, etc.)", and "The students deliberately study word-formation rules in order to remember more words".

5.2.3.6 Activation Strategies

The findings revealed that the students tried to use the newly learned words as much as possible in speech and writing at the very often use rate. Meanwhile, they often made up their own sentences using the words they just learned, tried to use newly learned words in imaginary situations in their mind, and tried to read as much as possible so that they could make use of the words they tried to remember.

5.2.4 Difference of Vocabulary Learning Strategies Employed by First and Second Year Students

The results revealed that both first and second year students often used five vocabulary learning strategies: guessing, dictionary, note-taking, encoding, and activation strategies. For rehearsal strategies, first year students moderately used them, but second year students still often used them. For first year students, the highest level was two vocabulary learning strategies which were encoding and activation strategies, meanwhile, for the second year students, the highest level was activation strategies.

6. Discussion of the Findings

In this part, it is represented the discussion of vocabulary learning strategies commonly used by first and second year English major students in Mae Fah Luang University and investigates vocabulary learning strategies which can enhance them to be successful in vocabulary language learning.

6.1 In this study, it was seen that encoding and activation strategies were the most often used vocabulary learning strategies. These were supported by Mombeini, Gorjian, & Pazhaka (2013) research findings that encoding strategies absolutely affect the development of learners' vocabulary knowledge. It is also supplemented that these vocabulary learning strategies

empower students' short and long term memory. Moreover, encoding strategies can enhance the students' spelling and pronunciation as well (Hasnan, 2012).

6.2 When concentrating strategies item by item, it is quite interesting that encoding strategies are often use in vocabulary learning in both first and second year English major students. While the first year English major students deliberately read books in their areas of interest so that they can find out and remember the special terminology that the know in Thai reaches the highest level, the second year English major students remember together words that sound similar.

6.3 With regard to the findings of the questionnaire, it is interesting to note that most of the students often use the vocabulary learning strategies for their vocabulary learning. There are fifty-three strategies to support this issue. However, they are only five vocabulary learning strategies they very often use. Apart from that, there are fourteen strategies they moderately use and seven strategies they rarely use for their learning.

6.4 With the findings of the questionnaire, it can be observed that the students very often use six vocabulary learning strategies. There are fifty-eight vocabulary learning strategies they are often used. Apart from that, they moderately use ten strategies and five strategies they are rarely used them.

7. Suggestions for Teaching and Learning

Vocabulary is important for the students to learn because it helps the students to understand and get some information from their studying. Saitakham (2002, p. 100) suggested if the students use appropriately vocabulary learning strategies, they will use and improve their vocabulary learning more effectively. Consequently, it is important for the teacher to understand the vocabulary strategies and guide them how good and useful they are. Together with, the teacher should help them developing their own vocabulary learning strategies in order to reach the learning outcome. Lohasheewa (2011) proposed that teachers can help by giving learners ideas on how to learn and can also try to motivate learners to take vocabulary seriously. Moreover, teachers should allow students to become more conscious of their preferred learning strategies and be more responsible for meeting their learning goals. Consequently, teachers will

be able to help students become better language learners by training them to use the appropriate strategies that suit their level.

8. Recommendations for Further Study

8.1 According to the study, first and second year English major students at Mae Fah Luang University are studied with the reason that they choose English as their major and they are quite familiar with English language and use English quite often both in and outside the classroom. So, for further investigation, it is recommended that students from other major and other places are also studied. This is with the reason that other major students mainly focus on English only in the classroom and some outside activities and assignments.

8.2 Due to the limitation of time and financial resources, it is feasible for the researcher to study all the first and second year students in the university. However, the information from other majors would be useful in the investigation of the English vocabulary learning strategies use as a whole.

8.3 According to this context used for collecting the data, the researcher chooses Gu and Johnson (1996)'s taxonomy. For further study, other vocabulary learning taxonomy should also be studied in order to respond the students' vocabulary competency and highlight different focus on vocabulary learning strategies.
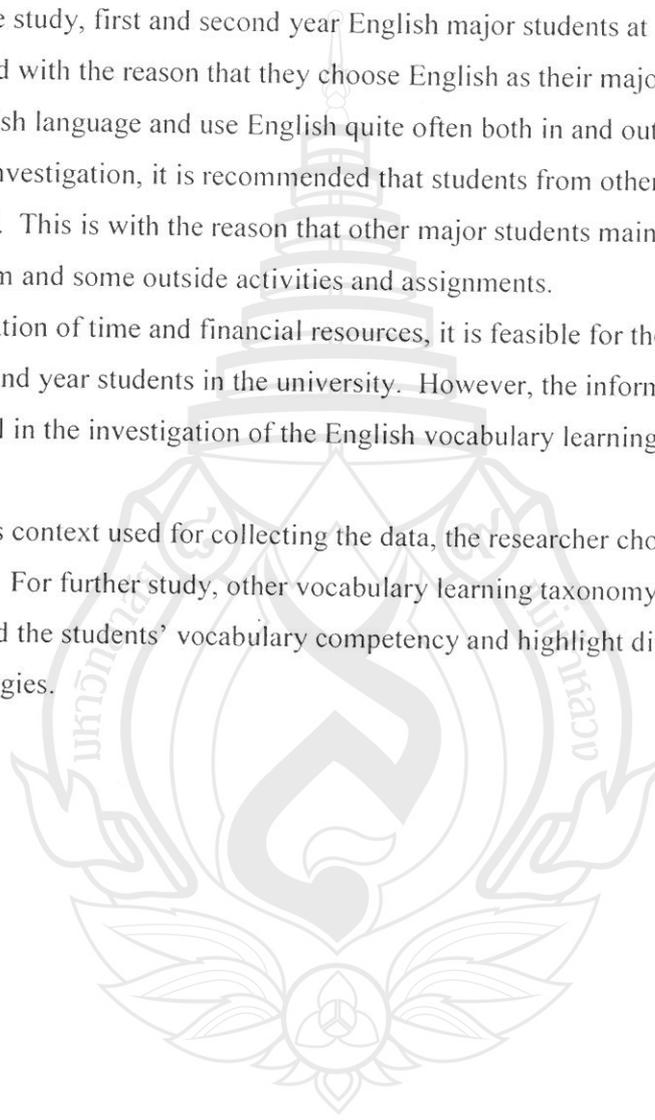
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APPENDIX A

A Semi-Structured Interview

Surveying the English Vocabulary Learning Strategies Employed by the First and Second Year English Major Students

Instructions

This semi-structure interview is consisted of interview topics surveying the English vocabulary learning strategies employed by the first and second year English major students. This information is used for studying the English vocabulary learning strategies employed by the first and second year English major students.
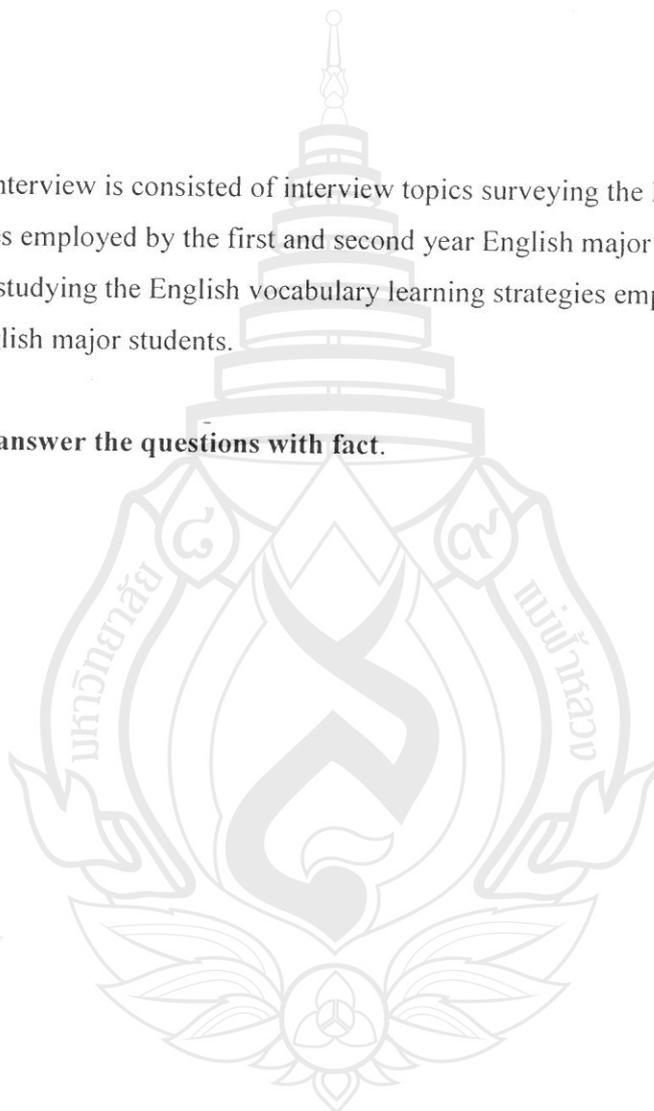
Please be certain to answer the questions with fact.

A Semi-Structured Interview

Surveying the English Vocabulary Learning Strategies Employed by the First and
Second Year English Major Students

It is the fact that vocabulary is the most important factor for the students in the learning method. This is because vocabulary makes them understand and get the information from the lesson. However, the students face with learning vocabulary because they do not know sufficient words to apply in their learning. This may cause with ineffective vocabulary learning strategies. With this in mind, the researcher realizes that vocabulary is an essential tool as it plays a significant role in English studying, especially for those learning English as a second language or a foreign language. Moreover, the researcher then aims to study strategies of students who learn English vocabulary at Mae Fah Luang University. The results of this research is expected to assist teachers to develop strategies for teaching English vocabulary in supporting a variety of different formats as well as to encourage students to learn English more effectively.

Interview topics surveying the English vocabulary learning strategies employed by the first and second year English major students

What is/are your opinions about these four questions:

5) Do you think if vocabulary is important for your learning?

6) If yes, which way do you think it is important? If not, why don't you think it is important?

7) How do you learn vocabulary?

8) Which vocabulary learning strategies do you use in your vocabulary learning (Guessing strategies, Dictionary strategies, Note-Taking strategies, Rehearsal strategies, Encoding strategies, and Activation strategies)

More Comments:

_____

_____

_____

_____

_____

Thank you

APPENDIX B

A Questionnaire

Surveying the English Vocabulary Learning Strategies Employed by the First and Second Year English Major Students

Instructions

This questionnaire is organized to investigate the English vocabulary learning strategies employed by the first and second year English major students in the School of Liberal Arts at Mae Fah Luang University. There are two sections in this questionnaire:

Section 1: General Background

Section 2: English Vocabulary Learning Strategies

Section 1: General Background

Instruction: Please check with the "/" symbol identifying the year of studying

Year of Studying _____1 _____2

Section 2: English Vocabulary Learning Strategies

Instruction: Please rate your answer according to the level of the English vocabulary learning strategies by using the following criteria:

5 = very often use

4 = often use

3 = moderately use

2 = rarely use

1 = not use

Behavior of English Vocabulary Learning Strategies	5	4	3	2	1
Guessing Strategies					
1. The students use alternative cues and try again if they fail to guess the meaning of a word.					
2. The students make use of the logical development in the context (e.g., cause and effect) when guessing the meaning of a word.					

(Continued)

Behavior of English Vocabulary Learning Strategies	5	4	3	2	1
3. The students make use of their common sense and knowledge of the world when guessing the meaning of a word.					
4. The students check their guessed meaning against the wider context to see if it fits in.					
5. The students make use of their knowledge of the topic when guessing the meaning of a word.					
6. The students look for other words or expressions in the passage that support their guess about the meaning of a new word.					
7. The students look for any definitions or paraphrases in the passage that support their guess about the meaning of a word.					
8. The students make use of the grammatical structure of a sentence when guessing the meaning of a new word.					
9. The students look for any examples provided in the context when guessing the meaning of a new word.					
10. The students make use of the part of speech of a new word when guessing its meaning.					
11. The students check their guessed meaning against the immediate context to see if it fits in.					
12. The students analyze the word structure (prefix, root, and suffix) when guessing the meaning of a word.					
Dictionary Strategies					
13. When the students see an unfamiliar word again and again, they look it up.					
14. When the students want to confirm their guess about a word, they look it up.					

(Continued)

Behavior of English Vocabulary Learning Strategies	5	4	3	2	1
15. When not knowing a word prevents the students from understanding a whole sentence or even a whole paragraph, they look it up.					
16. The students look up words that are crucial to the understanding of the sentence or paragraph in which it appears.					
17. The students pay attention to the examples of use when they look up a word in a dictionary.					
18. The students look for phrases or set expressions that go with the word they look up.					
19. The students consult a dictionary to find out about the subtle differences in the meanings of English words.					
20. When the students want to know more about a word that they already have some knowledge of, they look it up.					
21. When the students don't know the usage of a word, they already have some knowledge of, they look it up.					
22. The students make a note when they want to help themselves distinguish between the meanings of two or more words.					
23. When looking up a word in the dictionary, the students read sample sentences illustrating various meanings of the word.					
24. When the students get interested in another new word in the definitions of the word they look up, they look up this word as well.					

(Continued)

Behavior of English Vocabulary Learning Strategies	5	4	3	2	1
25. If the new word is inflected, the students remove the inflections to recover the form to look up (e.g., for created, look for create).					
26. It the new word the students try to look up seems to have a prefix or suffix, they will try the entry for the stem.					
27. If the unknown appears to be an irregularly inflected form or a spelling variant, the students will scan nearby entries.					
28. If there are multiple senses or homographic entries, the students use various information (e.g., part of speech, pronunciation, style, collocation, meaning, etc.) to reduce them by elimination.					
29. The students try to integrate dictionary definitions into the context where the unknown was met and arrive at a contextual meaning by adjusting for complementation and collocation, part of speech and breadth of meaning.					
Note-Taking Strategies					
30. The students make a note of the meaning of a new word when they think the word they are looking up is commonly used.					
31. The students make a note when they think the word they are looking up is relevant to their personal interest.					
32. The students put synonyms or antonyms together in their notebook.					
33. The students write down the English synonym (s) or explanations of the word they look up.					

(Continued)

Behavior of English Vocabulary Learning Strategies	5	4	3	2	1
34. The students write down both the Thai equivalent and the English synonyms of the word they look up.					
35. The students make a note when they see a useful expression or phrase.					
36. The students take down the collocations of the word they look up.					
37. The students take down the grammatical information about a word when they look it up.					
38. The students note down examples showing the usage of the word they look up.					
Rehearsal Strategies					
39. The students make vocabulary lists of new words that they meet.					
40. The students write the new words on one side of a card and their explanations on the other side.					
41. The students keep the vocabulary lists of new words that they make.					
42. The students go through their vocabulary list several times until they are sure that they do not have any words on that list that they still do not understand.					
43. The students make vocabulary cards and take them with them wherever they go.					
44. The students make regular and structure reviews of new words they have memorized.					
45. When the students try to remember a word, they repeat it aloud to themselves.					

(Continued)

Behavior of English Vocabulary Learning Strategies	5	4	3	2	1
46. Repeating the sound of a new word to themselves would be enough for the students to remember the word.					
47. When the students try to remember a word, they repeat its pronunciation on their mind.					
48. When the students try to remember a word, they write it repeatedly.					
49. The students memorize the spelling of a word letter by letter.					
50. The students write both the new words and their Thai equivalents repeatedly in order to remember them.					
Encoding Strategies					
51. The students remember a group of new words that share a similar part in spelling.					
52. The students associate a group of new words that share a similar part in spelling with a known word that looks or sound similar to the shared part.					
53. The students create a sentence in Thai when they link a new word to a known word.					
54. The students attach physical sensations to certain words (e.g., stinking) when they try to remember them.					
55. The students act out a word in order to remember it better.					
56. The students create a mental image of the new word to help them remember it.					
57. The students associate one or more letters in a word with the word meaning to help them remember it (look has two "eyes" in the middle).					

(Continued)

Behavior of English Vocabulary Learning Strategies	5	4	3	2	1
58. The students create mental images of association when they link a new word to a known word.					
59. The students visualize the new word to help them remember it.					
60. The students associate a new word to a known English word that looks similar.					
61. The students remember the spelling of a word by breaking it into several visual parts.					
62. The students remember together words that sound similar.					
63. The students remember together words that are spelled similarly.					
64. The students associate a new word with a known English word that sounds similar.					
65. The students analyze words in terms of prefixes, stems, and suffixes.					
66. The students deliberately study word-formation rules in order to remember more words.					
67. The students memorize the commonly used stems and prefixes.					
68. The students try to create semantic networks in their mind and remember words in meaningful groups.					
69. When the students meet a new word, they search in their memory and see if they have any synonyms and antonyms in their vocabulary stock.					
70. The students group words into categories (e.g., animals, utensils, vegetables, etc.).					

(Continued)

Behavior of English Vocabulary Learning Strategies	5	4	3	2	1
71. When the students try to remember a word, they remember the sentence in which the word is used.					
72. The students deliberately read books in their areas of interest so that they can find out and remember the special terminology that they know in Thai.					
73. The students remember the new word together with the context where the new word occurs.					
74. The students learn words better when I put them in context (e.g., phrases, sentences, etc.).					
Activation Strategies					
75. The students try to read as much as possible so that they can make use of the words they tried to remember.					
76. The students make up their own sentences using the words they just learned.					
77. The students try to use the newly learned words as much as possible in speech and writing.					
78. The students try to use newly learned words in real situations.					
79. The students try to use newly learned words in imaginary situations in their mind.					

End of the Questionnaire

Thank you very much

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